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A Comparison of Transported with Non-Transported Pupils in the High Schools of the Millard County School District

Golden P. Wright

A COMPARISON OF TRANSPORTED WITH NON-TRANSPORTED PUPILS IN THE HIGH SCHOOLS OF THE MILLARD COUNTY SCHOOL DISTRICT

by
GOLDEN P. WRIGHT

A thesis submitted in partial fulfillment of the requirements
for the degree of
MASTER OF SCIENCE
in
EDUCATION

Utah State Agricultural College
1940

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A COMPARISON OF TRANSPORTED WITH NON-TRANSPORTED PUPILS IN THE HIGH SCHOOLS OF THE MILLARD COUNTY SCHOOL DISTRICT

PART ONE

INTRODUCTION TO THE PROBLEM

1. Present Status of School Transportation.

The transportation of pupils to and from our schools has grown by leaps and bounds during the past few years until now it has developed into an educational activity of major importance. The Utah school bus which collided with a freight train in November 1938 and carried 23 of its passengers to their death was but one of over 86,000 such motor vehicles in operation in the United States during the school year of 1938-1939. Approximately 4,000,000 school children rode these busses daily over school-bus routes that extended in excess of 1,000,000,000 miles. The annual expense for this transportation was in the neighborhood of sixty-five million dollars.[1]

2. Trend Toward Pupil Transportation.

Perhaps no other phase of our public school system has been characterized by such a phenomenal growth in the past 20 years as has that of public transportation. Lambert describes the rapid expansion of school transportation in the following terms:

> The story of school transportation during the past three decades, and more especially during the past ten years, is a story of phenomenal growth. Students of public affairs, as well as students of public education, report with amazement the facts that show the rapid extension of this activity. Eleven years

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1. Figures used in this paragraph are the author's estimates based on data released at the Conference of School Bus Standards held at Teachers College, Columbia University, May 1939, and reported in the article, "Conference on School Bus Standards."

ago, on January 1, 1927, there were 32,778 school busses operating in the United States. Five years ago, on January 1, 1931, there were 48,775 school busses operating in the United States, and at the same time there were just 40,000 other busses being operated by common carriers and other renters of busses. But on January 1, 1937, there were 79,798 school busses operating in the United States, and this was almost two times as many busses as were being operated at the same time by common carriers and by others who operate busses for sight-seeing and for hire. This new number of school busses represents an increase of 47,000 over the number in use in 1927, and an increase of 24,500 over the number in use in 1931. On January 1, 1937, these 79,798 school busses were carrying to and from school each day a total of 3,145,180 pupils. The annual cost of this service was $55,280,496.

In the United States between January 1, 1930 and January 1, 1937, the number of school children transported increased from 1,276,427 to 3,145,180, an increase of 146 per cent. On January 1, 1930, there were 425,000 miles of school-bus routes in the United States, but on January 1, 1937, this mileage had increased to 989,004. This increase was 133 per cent. In the five years 1931 to 1935 inclusive, there were 23,490 new school busses put on the market in the United States.

On January 1, 1937, twenty-one states were each expending more than one million dollars annually for the transportation of school children at public expense. Three states - California, New Jersey, and Pennsylvania - now spend each more than two million dollars annually for this service. Two other states - Indiana and New York - each spend annually more than four million dollars for this service, and one other state - Ohio - spends more than five million dollars each year to transport school children.

Where Utah spends a total of about eight million dollars annually for the current operation of all her public elementary and secondary schools, Ohio spends five and one-tenth millions of dollars annually for the one item of pupil transportation.

The story of phenomenal growth in this activity of transporting pupils to and from school at public expense is only made more vivid when individual states are considered. For example, in Michigan in 1919, there were 400 pupils transported daily in the rural-agricultural-school districts, while in 1936 Michigan transported daily in these districts 35,000 pupils with 800 busses. North Carolina now has a state-wide transportation system with 4,000 school busses transporting approximately 275,000 children to and from school daily for 160 days in the school year. The state operates the entire system with funds appropriated by the general assembly.[1]

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1. Lambert, A. C. "Trends in the Transportation of School Children in the United States."

3. Causes of Growth in School Transportation.

In the important problem of pupil transportation, the question logically arises as to the nature of the causes responsible for its rapid expansion. The literature which attempts to explain why the growth of transportation has been so pronounced advances several theories. Some of the chief of these are as follows:

(1) The desire to provide a deeper and more enriched educational offering to all the pupils of the nation has resulted in wide spread consolidation of school districts. Transportation has come as a necessary consequence of this movement.

(2) Secondary education, during the past few decades, has enrolled a constantly increasing proportion of the children of secondary school age. This condition has resulted in a rapid development of secondary education throughout the 48 states, calling, in many cases, for large school districts and increased pupil transportation.

(3) Improved motor vehicles and better roads, particularly in rural areas, have made possible pupil transportation which before was impracticable or impossible.

(4) The improvement of roads and vehicles has had a tendency to make school administrators, as well as other groups, transportation minded.

(5) The nation-wide movement, expressed through social welfare groups and other agencies, for the improvement of rural conditions, has called for increased transportation of pupils to and from school.

The combined action and inter-operation of all these factors have resulted in the re-organization and enlargement of school attendance areas and school administrative units. A decrease in the number of small rural schools has been paralleled by an increase in consolidated schools. It

is reported that consolidated schools have been established at the rate of 1,000 per year during the last 10 years.[1]

4. Transportation In Terms of the Pupil.

The foregoing paragraphs have emphasized the rapid growth of pupil transportation in this country during the past several years, and have listed the reasons commonly accepted as being responsible for this expansion. Since the underlying causes of this trend towards increased transportation have by no means run their course, but appear, rather, to be merely in their beginning stages, the question arises as to the influence of this rapidly expanding school activity on the group which is most vitally affected by it, yet, the one group which is usually left out of any discussion concerning it. I refer to the pupils transported. The transportation of pupils has become such a common and characteristic phase of our secondary school procedure, that we have accepted it, in most instances, without too much question or study.

5. Hypotheses Of The Study.

To those of us who are close to the problem, and who see these adolescent people alight from their busses each morning, and board them again in the evening, there comes the question of the effect of this daily transportation in the lives of the boys and girls concerned. How does it affect their success in school? Does transportation lessen their efficiency in scholastic attainment? Is there a higher failure rate among transported pupils? Are these students precluded from participation in the extra-curricular activities on an even basis with the non-transported students because of bus schedules, or fatigue, or boredom due to the prolonged school day? Does the remoteness of the pupil's home from the school react upon his school attendance record, or cause a higher percentage of these

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1. "The School Bus".

transported pupils to discontinue school before graduation? Is there something about the transference from the warm rooms of the home and school to a ride on a crowded or cold school bus that lessens resistance to disease, or otherwise affects health in such a way as to keep pupils out of school due to illness? These are the questions with which this study is concerned. They are questions which, to the mind of the writer, are important, and so far as his information goes, they have never been answered by anyone possessing reliable data upon which to base his statements. Yet, authentic data with respect to these points are extremely vital in the administration of our schools. For example, accurate and reliable data in regard to the questions indicated would be valuable in reaching a decision concerning further consolidation of schools. The data should serve as one of the criteria to be considered in determining the length of the school day for the transported pupils, and it should throw some light on the problem of special consideration, or treatment, of transported pupils in our schools.

6. Delimitation of the Problem.

Scope:

This study consists of a comparison of transported with non-transported pupils. The comparisons are made in 8 fields. These are:

(1) Number of school subjects taken

(2) Number of school subjects failed

(3) Scholastic attainment

(4) School attendance

(5) Discontinuance of school

(6) Illness during school time

(7) Causes of pupil absence from school

(8) Participation in extra-curricular activities

Time:

The period of time covered by the comparison includes the 5 school years of 1934-1935 to 1938-1939, inclusive, except in the fields of pupil illness and causes of absence from school. The comparison in these two fields will be limited to the school year of 1938-1939.

Subjects:

The subjects of the study are the students who have been enrolled in the Millard County high schools in grades 9, 10, 11, and 12 during the 5 years in question. The high schools involved are located at Hinckley, Delta, and Fillmore, Utah. They have a total annual enrollment of about 800 pupils. Approximately 55 percent of these pupils are transported over what this study has grouped into 12 different bus routes ranging in length from 3 to 25 miles.

PART TWO

REVIEW OF LITERATURE

7. Nature and Extent of Literature in the Field.

It would naturally be assumed that a phase of the public educational system that has shown the development and expansion which has characterized school transportation would call forth a volume of literature dealing with the subject. Evan a casual review of the written material in the field provides convincing evidence that this assumption is entirely correct. The educational periodicals for the past quarter century have been flooded with articles concerned with one phase or another of the public school transportation problem. Bulletins in large numbers have been released from state and national educational organizations, and several books devoted to this subject have been published.

The literature which has appeared in the school transportation field, however, has shunned completely any consideration of the influence which transportation might be exerting on the pupils transported. It has concerned itself, rather, with such problems as those dealing with the legal aspects of pupil transportation at public expense, and with the organization, administration and financing of school transportation systems.

Typical of the literature which has been written in regard to the administration of transportation systems is Lambert's paper[1] of 1937 dealing with trends in school transportation. The author holds that if a given state is to follow the pattern of the progressive trends that exist throughout the nation, its school districts must move in the following directions: (1) increase the proportion of district owned vehicles, (2) improve the quality of its transportation equipment, particularly in regard to crosswise as opposed to longitudinal seating, (3) impose more rigid and more

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1. Lambert, A. C. "Trends in the Transportation of School Children in the United States."

frequent inspection of the motor vehicles, (4) formulate and use more adequate and up to date systems of reports, records, and accounts, (5) give increased attention to the accurate determination of limits for transportation service, and (6) improve the procedure by which state aid is distributed for the item of school transportation.

Elaborating on one of the modern trends listed in the above paragraph, the same author, in an article written in 1931, calls attention to the movement towards district ownership of school busses and concludes with the statement, "After study of evidence that comes not only from Utah, but from many other states, the writer holds the opinion that this trend towards district ownership and operation of transportation systems is defensible and desirable; it represents progress toward the better method of administering pupil transportation."[1]

Blanding, in his article published in 1934,[2] discusses an administrative procedure worked out in Lancaster County, South Carolina, of solving the transportation problem by combining public control with private enterprise. The system provides for district owned busses which are operated and maintained privately. Contracts for the operation and maintenance of the vehicles are let out to the lowest bidders.

Much has been written in regard to the legal aspects of pupil transportation. According to a statement made by Ward W. Keesecker, specialist in school legislation, to a committee from the Federal Office of Education in 1931, more than one-third of the states had enacted laws, in the 2 years period preceding that time, providing for school transportation.[3] There has been considerable legislative activity dealing with school

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1. Lambert, A. C. "Ownership of School Busses in Utah", page 53.
2. Blanding, R. J. D. "Problem of School Busses."
3. "Transportation of Pupils to the Public Schools."

transportation both before and since that time. This activity has been reflected in the educational literature of the periods concerned.

The provisions on the subject written into the statutes of the various states show considerable efforts on the part of the law makers to increase school attendance, especially in secondary schools, by facilitating school accessibility through the use of transporting equipment. There has been an effort, also, on the part of most of the states, to make some legal provisions for regulating the school transportation systems. Typical of the literature dealing with this effort on the part of the states to regulate pupil transportation is an article[1] published in "The Nation's Schools" in 1930. The author in this case refers to the school bus laws at Iowa and details the regulations in this state for governing pupil transportation.

Lambert, in his study[2] made in 1935, engaged in an intensive study of the factors that affect the need for the transportation of pupils to and from school at public expense. In this study special emphasis was placed upon the effects of the density of the population upon the need for transportation. In summarizing this study, Lambert and Woolf make the following deductions:

> In this large problem of pupil transportation, several vital questions of need arise. (1) What factors or conditions determine, positively, the need for the transportation of pupils? (2) What conditions fundamentally make it necessary for any school corporation to obligate itself for large expenditures of money for motor vehicles, equipment, and labor necessary for the transportation of pupils? (3) Why and when, if ever, should pupils be transported at public expense instead of being required to walk to and from school or to pay for their own transportation?

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1. "How Iowa Regulates Its School Transportation."
2. Lambert, A. C. "A Study of Some Factors That Affect the Need for the Transportation To and From School at Public Expense, with Special Reference to Certain Alleged Effects of the Density of Population Upon This Need."

> In an exhaustive study of the problem, Lambert[1] has shown that significant errors underlie one of the semi-popular theories that holds that the density of population governs so closely the need for pupil transportation that the necessary amounts (costs) of transportation can be predicted from the density of population. His study showed, further, that certain factors other than the density of the population positively affect the needed amounts of transportation. These factors are: (1) the educational program as expressed concretely in the school organization, (2) the prevailing distribution over the land surface of towns, villages, and other clusters of population, (3) a given maximum walking distance for pupils, (4) number of pupils who live beyond a given maximum walking distance, (5) distance that pupils must travel from the dwellings to reach school under the conditions of existing road systems, the location and pattern of the communities themselves, and peculiarities of topography, (6) the time factor as it operates with respect to amounts of time consumed in travel by pupils, and particularly with reference to the earliest hour in the morning transported pupils can be expected to enter the vehicles.[2]

The article goes on to point out the deficiencies in our present school law in regard to properly defining these matters, and concludes with the statement: "The factors that positively determine the need for pupil transportation are rather definitely known, and the fact of their operation has been demonstrated. The next major step in the problem is to incorporate an integrated and improved theory of the need for pupil transportation into the school law."[3]

In 1937, Lambert again made a study of factors affecting the need of transporting school pupils. In this study,[4] he concerned himself specifically with how far students should be expected to walk to school. The report of this study contains empirical solution to the question, What constitutes a reasonable maximum walking distance for school children? The data for this study came from a study of 16,000 pupils in 3

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1. Lambert, A. C. "A Study Of Some Factors That Affect the Need for the Transportation To and From School at Public Expense, With Special Reference to Certain Alleged Effects of the Density of Population Upon this Need."
2. Lambert, A. C. and Woolf, G. "Statutory Theory of the Needs for Transporting Pupils at Public Expense"
3. Lambert, A. C. "A Study of Some Factors - etc." op. cit.
4. Lambert, A. C. "How Far Should They Walk?"

selected school districts in Utah: the Carbon County School District, the Alpine Consolidated School District, and the Granite Consolidated School District. The important details of the study were reported as follows:

> By several methods, accurate facts were obtained to show (1) the actual distances pupils in all grades in these districts walk to school, (2) the actual distances that pupils who are transported in these districts travel to school, (3) the time consumed in travel by those pupils who walk to school, (4) the time consumed in travel by those pupils who are transported to school, (5) the judgments of 2,200 parents and 280 teachers expressed with respect to the maximum that pupils of given grades should be expected to walk and ride to school, and with respect to the maximum lengths of time that pupils should be expected to travel from the domicile to the school.[1]

From this data statistical norms were obtained, and it is the author's opinion that while current practice is not always the best guide as to what should be done, these statistical norms provide a greatly needed fact basis for the correction of much of the guessing as to what constitutes a reasonable walking distance for school children.

Much has been written on the subject of safety in school transportation. Mitchel's article[2] published in 1939 is representative of the literature in this respect. The article contains a survey of school bus accidents and places the responsibility for safety on those who are in authority, namely, school, state, and community officials.

A research bulletin[3] of the National Education Association which appeared in 1936 concerned itself with the safety of pupils in school transportation.

The bulletin listed factors affecting safety in pupil transportation as follows: (1) the selection of competent drivers, (2) safe

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1. Lambert, A. C. "How Far Should They Walk?", page 25.
2. Mitchel, J. C. "The Element of Safety in School Transportation."
3. Safety in Pupil Transportation, Research Bulletin No. 5, N.E.A., Vol. XIV. November 1936.

equipment, (3) safe transit practices, (4) selection of safe routes, (5) business practices affecting pupil safety.

The bulletin also contained tables showing: (1) miscellaneous standards of school bus equipment, and states having such regulations or similar ones, (2) regulations pertaining to the operation of school busses and the states in which these regulations apply, (3) rules for student conduct in the various states, (4) deficiencies in school bus construction, (5) ten-year trend in pupil transportation, (6) percentage of pupils transported at public expense, (7) safety-driving examination, (8) check list of important safety standards and practices.

Another phase of school transportation, which has been the subject of much study and writing, is that of equipment. In May of 1939, representatives from all state departments of education and other school officials, together with automotive engineers and manufacturers, met at Teachers College, Columbia University, to formulate minimum standards for school busses in the interest of safety and economy.

The most important decisions arrived at by the conference were the standardization of body sizes, the use of all steel construction, and the selection of yellow as the school bus color. According to the report of the conference:

> In 1938 there were 86,099 school busses in operation in this country, representing every type of conveyance from an old wooden box wired on to a truck chasis by the local blacksmith, to a deluxe streamlined model. For the 4,000,000,000 school children who are transported daily, both are undesirable. The makeshift is a hazard to their safety; the expensive model usually means that some other important phase of the school budget is being neglected.[1]

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1. "Conference on School Bus Standards," School and Society, 49:700. June 3, 1939.

Theurer in his paper written in 1936 outlines the growth that has taken place in school transportation during the past decade, and then concludes with:

> With this growth has come a marked improvement in the type of equipment produced and used for this purpose. It has represented a change from the old system of "get to school if and as best you can", whether by pony, horse-drawn wagon or sleigh, or by motor truck with a home-made seating contraption to a system of comfortable transportation from home door to school door in modern, specially designed busses incorporating the latest features in safety, durability, and comfort. All this has been done at comparatively low operating cost.
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> A report printed in the February 1935 issue of "Bus Transportation", shows that school bus manufacturers have experienced an all time record year. In that year they sold 9,403 school busses and approximately $23,000,000 worth of busses were produced and sold. This more than doubled the number sold during the previous peak year, 1934, of more than 4,582 busses, and is almost four times as many as were sold in 1933.[1]

During the development of school transportation to its present status, many studies have been made in connection with the item of cost. In a bulletin[2] released by the Utah State Department of Public Instruction, Lambert treats the matter in detail and submits statistical data regarding the costs of transporting pupils by vehicle in the State of Utah in each of the various school districts.

Towns[3] in 1937 published an article dealing with the rise in attendance that has resulted from free transportation and discusses the lowering of per capita cost of instruction that has been associated with it. Transportation, according to this writer, has made good in furnishing education to the high school pupil at a cost that is not a burden to the taxpayer.

8. Relation of Literature To The Problem.

The literature cited in the foregoing paragraphs is selected for

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1. Theurer, L. M. "Some Problems in School Transportation."
2. Lambert, A. C. "The Cost of Transporting School Children."
3. Towns, O. A. "Free Rides Pay Well."

mention because it is indicative of the study and writing which has been done in the field of school transportation. It is evident, from an analysis of the literature available, that little or nothing has been written which is directly associated with the particular phase of school transportation which is under investigation in the study covered by this paper. As far as the information of the writer goes, this is the first investigation made which has as its object the determination of the effects, if any, of the school transportation on the pupils transported.

PART THREE

METHOD OF PROCEDURE

This study is a comparison of transported with non-transported pupils in 8 different fields of the total school program. The procedures used in making the comparison in each of the 8 fields will now be outlined and described.

9. Number of Subjects Taken.

The data for this division of the investigation were obtained from the records of the Millard County School District at Fillmore, Utah. At the conclusion of school in the spring, the principal of each of the schools in the district is required to file at the office of the school district a record of each pupil who attended his school during the year. This record, known as the Scholastic Report, lists alphabetically by grade all pupils of the school. Opposite each pupil's name is recorded the age of the pupil, the number of days belonging in school, the number of days in attendance at school, the grade made by the pupil in each subject for which he was registered, and a symbol designating whether or not the pupil was transported. Exhibit 1* is a reproduction of a page of the scholastic report, and shows the details of its form and arrangement.

In this study, the Scholastic Reports from the schools concerned were obtained for each of the 5 years covered by the investigation. The transported pupils were marked on the scholastic report with a letter which designated the bus route over which they were transported. The names of the pupils were then recorded on a form designated for convenience by the research worker as Form 1. Exhibit 2 shows the mechanics of

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* Appendix

this form. The form was made up by year for each bus-route group as well as for each local or non-transported group. These completed forms contained a list of all students in the particular group covered by the form for the year in question. Opposite the pupil's name was recorded, in order, the following data: (1) total grade points, (2) number of subjects taken, (3) number of subjects failed, (4) average grade on a point basis, and (5) the number of days in attendance at school. How the data for each of these columns were derived from the Scholastic Report (exhibit 1) is explained in the section of this paper which follows.

The data for the comparison in the first field (number of subjects taken) were obtained from the Scholastic Report (exhibit 1) by counting the number of subjects which were indicated by grades placed opposite the pupil's name. This number was then recorded in column 2 of form 1, exhibit 2.

The next step in the procedure was to classify the data of form 1 into 2 groups according to the sex of the pupils. This was necessary in the method used, as it was deemed advisable to make the comparison of transported with non-transported pupils on a basis of sex as well as on a basis of total pupils enrolled.

An arithmetic mean of the number of subjects taken by each group was determined by sex as well as by total students for each year of the study. The data for the five-year period were then consolidated and a mean determined for each group, by sex, and total groups, over the entire period under investigation. These means were tabulated in the first 3 columns of tables designated for convenience as the Scholastic Record. A separate table was compiled for each of the 5 years as well as a table for the entire period. This Scholastic Record is found in tables 1 to 6, inclusive.

It will be noted by referring to these tables, that the means were obtained for each bus-route group, and for the local or non-transported groups. These means were grouped according to schools and a mean determined by schools for the transported and non-transported students as well as for the school as a whole. At the bottom of the tables are means for the district transported and non-transported groups, and for all pupils in the district.

Where composite means were derived, either by groups or years, they were obtained as true means rather than through the method of averaging averages. The latter method was ruled out because of the possibility of error being introduced into the computations through the fact that all groups were not the same size.

10. Number of Subjects Failed.

The data for this division of the study were obtained and treated by the same procedures as were outlined in the preceding section dealing with the number of subjects taken. In this division of the study, the subject grades for each student on the Scholastic Report (exhibit 1) were studied carefully. The number of failures were noted and recorded in column 3 of the Scholastic Record (exhibit 2). Withdrawals or incomplete marks were considered as such and not as failures. If no subjects were failed, as was usually the case, this fact was made note of by placing a zero in the column. These data were then divided into 2 groups according to the sex of the pupils associated with the data. The means were determined through the same procedure as was outlined in the foregoing section.

11. Scholarship.

The methods used in this field of the investigation were outlined with the purpose of getting a comparison of the success of transported

pupils as compared with non-transported pupils in the matter of scholastic grades.

The grade marking system in use in the 3 high schools whose students were involved in the study was of the standard traditional type based on A, B, C, D, E, and F. Credit for the courses taken was awarded the pupil if the grade received was "D" or above. The letter "E" indicated an incomplete; and while this mark did not indicate a failure, no credit was issued on an "E" grade until the necessary work had been completed by the student. If, and when, the work was made up, the customary procedure in the schools was to change the "E" to one of the other four letters which denoted a passing grade.

Because the grades for the scholastic division of this study were obtained from the principal's Scholastic Report (exhibit 1), which was filed each year in the office of the school district immediately after the closing of school in the spring, any incomplete grades which were removed subsequent to this time would continue to show as incomplete in the data of this problem. It has not been a common practice, however, to permit incomplete grades to be made up after the final marks have been recorded in the spring of the year concerned. Any changes in grades made in the school offices, through the procedure of making work up, would apply with equal force to both groups under comparison in the study. For this reason, it is not likely that the validity of the data has been lessened to any appreciable degree by changes made in incomplete grades after the scholarship reports were filed.

In order to permit the treatment of the grades statistically, they were changed from a letter basis to a point basis through the use of a conversion table in which the various grade letters were given the point

equivalents shown in the table below:

A -- 90
B -- 80
C -- 70
D -- 60
E -- 50
F -- 0

Plus and minus signs were dropped from any consideration in making the conversion from the letter to the point basis.

The letter grades of each student were obtained from the Scholastic Report (exhibit 1) and, by means of the conversion table, changed to a point basis. An average grade on a point basis was then determined for each pupil by getting the sum of the grade-point equivalents and dividing this sum by the number of subjects taken. The total grade points for the pupils were recorded in the first column of the data sheets (exhibit 2). The average grades on a point basis were recorded in the fourth column of the same tables. From the data in these tables, the various means shown in the Scholastic Record (tables 1 to 6 inclusive) were derived through the procedures outlined in the section dealing with the number of subjects taken.

12. Attendance.

In this phase of the study, an effort was made to obtain reliable data upon which to base a conclusion concerning the school attendance record of the transported pupils in comparison with the non-transported pupils. The data were obtained from the principal's annual Scholastic Report. The figures giving the attendance record of the pupils were taken from the report and then grouped, treated, and tabulated by the same procedures as were indicated for the 3 divisions of the study described previously in this paper. Here, again, the tabulations were made in such a manner that the attendance records are available for both boys and girls as well as

for the total group. The attendance records for each of the 3 high schools, and for the school district as a whole, are also indicated. In this field of the comparison, as in the other 7, the data are tabulated into transported and non-transported groups, both by schools and by the district as a whole.

The means covering the school attendance of the various groups involved in the study were recorded on data sheets designated as the Attendance Record. The Attendance Record is submitted in tables 7 to 12, inclusive. An attendance table was made up for each of the 5 years, also a composite table covering the 5 years combined.

13. Withdrawals.

In order to approach the matter of school attendance from a different viewpoint, the study was extended into the field of pupil withdrawals. For the purpose of this study, a pupil was considered to have withdrawn when he discontinued school and did not re-enter during the same school year. Discontinuance of school on the part of pupils is, in most cases, a very definite indication of educational discouragement due to scholastic failure, social maladjustment, or other factors which would correlate negatively with school success. The major objective of the study was to accumulate facts upon which a sound conclusion could be based as to the relative success in school of transported pupils as compared with non-transported pupils. For this reason, it was the opinion of the author that data in regard to the withdrawal rates of the 2 groups would be significant and vital to the study.

In collecting the data which would give reliable information with respect to pupil withdrawals, there were several sources open to the research worker. One of these sources was the permanent record card filed in the office of each of the high schools. Another was the teachers' roll

books which were likewise filed in the school offices. This information, however, was available in a more accessible form in the principals' annual Scholastic Reports which were previously described in this study.

In compiling the Scholastic Report, the principals were given complete and explicit instructions from the school district office in the matter of entering the withdrawals. These instructions defined withdrawals clearly and pointed out the distinction between a temporary discontinuance and a permanent withdrawal. In every case, principals were instructed to record all withdrawals in their school. The annual Scholastic Report thus furnished a complete and reliable source of data in the field of pupil withdrawals.

In collecting the withdrawal data, the Scholastic Reports for each of the 5 years under investigation were studied carefully, and the number of withdrawals for each transported and non-transported group determined and recorded in column 4 of the Attendance Record (tables 7 to 12 inclusive).

In order to make the number of withdrawals in each group meaningful, the withdrawals were computed on a percentage basis and tabulated in column 5 of the Attendance Record sheets referred to above. In the sixth column is entered the enrollment, on a percentage basis, of the various transported and non-transported groups. Thus by comparing column 5 of the table (percent withdrawals) with column 6 (percent students), relative withdrawal rates of the groups can be determined readily.

14. Illness During School Time.

It has been the vigorous contention of many who have been opposed to consolidation of schools and to the resulting pupil transportation that the daily rides on the "crowded", "cold", or "rough-riding" busses were injurious to the health of the pupils transported. It was the opinion of the author that if such were the case, the fact should be reflected in

the amount of time pupils were absent from school because of illness.

The Attendance Record of the pupils gave accurate information as to their total absence, but there was no information available, which could be accepted as reliable, as to the causes of this absence. In order to procure such data, not only with respect to illness, but in regard to other major causes responsible for pupil absence from school, the research worker set up a procedure designed to meet this need. The details of the procedure are outlined in the section which follows dealing with causes of pupil absence.

15. Cause of Pupil Absence.

The first step in the procedure for collecting authentic information as to why pupils were absent from school was to select or devise a satisfactory absence checking system. As no system was known that seemed to meet the needs of the study, a procedure was developed and put into use during the school year of 1938-1939.

Some 2 weeks before the opening of school in the fall, the principals of the high schools in the district were contacted. The details of the absence checking system was explained to them and they pledged their cooperation in putting the system into effect for the duration of the school year.

The system devised called for a daily absence report from each teacher on a form such as shown in exhibit 3. The names of pupils absent, together with a designation of the period or periods missed, were entered on this daily absence report. The reports were gathered by personnel from the principal's office shortly after the beginning of classes for the last period of the day. The names of the pupils listed on the teacher's daily absence report were then transferred to a form known as the Daily Absence Record. Exhibit 4 shows the form of the record. Pupils' names were

entered on this form according to their advisory teacher to whose class they reported at the beginning of school in the morning. The checking of absence and the issuance of re-admission slips were made the responsibility of the teachers, but only for those students who were enrolled in their first period classes. The Daily Absence Record from which this checking was done was made up in duplicate each afternoon at the close of school. The original copy was kept in the school office. The duplicate was cut into as many parts as there were first-period groups appearing on it. The cutting of the duplicate copy was done in such a manner that there would be available for each teacher a list of those students, and only those students, who were in his first-period class and who had been absent during the day in question. These detached duplicates were then posted where they would be available for the teacher at the opening of school the following morning.

The procedure of checking the absence of a student when he returned to school was as follows: The student was called to the desk of the teacher and the reason for his absence determined. If this reason corresponded to one of the reasons listed in the column at the right hand side of the Daily Absence Record, a check mark was placed in the appropriate column to designate the cause of the absence. If the reason for the absence was other than one of those listed in the columns of the Daily Absence Record, the column marked "Other reason" was checked and the cause of the absence recorded in the remarks column. The pupil was then issued a re-admission blank, exhibit 5. The re-admission blank was presented to each of the pupil's teachers when the pupil reported for classes during the day as evidence that his absence had been checked by the first period, or advisory, teacher and a satisfactory explanation of the absence made. Spaces were provided at the bottom of the re-admission blank for the initials of the various teachers to whom the pupil reported during the day.

If the pupil had been absent for only part of the day, the re-admission blank was presented to just those teachers from whose classes the pupil had been absent.

After the detached Daily Absence Records had been checked by the teachers, they were collected and the data from them transferred to the original copy of the Daily Absence Record which had been kept in the office. This gave a composite report from all teachers on one form which was convenient for reference and filing.

Periodically during the school year, the research worker collected the completed Daily Absence Records from the three schools and tabulated the data contained thereon according to the various local and bus-route groups into which the pupils had been divided for the purpose of the study. From these tabulations the data for table 13 were computed. Table 13 lists the group under investigation and gives the cause of absence for each by number and by percent. The data on absence were tabulated under 4 major causes of absence: illness, working, missing bus, and being away on a trip. A fifth column under the heading, "Miscellaneous", was added to include those absences not covered by one of the other 4 reasons listed.

16. Extra-Curricular Activities.

The extra-curricular activity program of the secondary school has long since come to be regarded as one of the important phases of the total school program. For this reason it was considered highly important to include in the study comparative data from this field. The chief objective of this phase of the investigation was to determine the extent and nature of the participation in extra-curricular activities of the transported pupils as compared with the non-transported pupils.

By means of year books, school and local papers, school histories, athletic eligibility cards, and conferences with teachers and pupils, the names of students participating in the various school activities, during the past 5 school years, were determined and listed according to the local or bus-route group to which they belonged.

The extra-curricular activities included in the study were as follows:

1. School Play
2. School Opera
3. Football
4. Basketball
5. Track
6. School Paper
7. Commercial Contests
8. Student Body Officers

The activities listed above were selected for the study because together they represented a very high percentage of the total activities, and because they were the particular activities which were common to each of the 3 high schools being considered in the study. Such activities as band, debating, clubs, and special committees were not included because either they were not common to all of the schools or because it was felt that they did not fall logically in the category of extra-curricular activities.

Table 14 contains, in tabulated form, the findings of the study with regard to extra-curricular activities. The pupil participation in each of the activities is listed for the various groups, both by number and by percentage. The percentage enrollment of each of the groups is also listed in the right hand column of the table. It is thus possible, by compar-

ing the percent participation with the percent enrollment, to derive a conclusion as to the relative participation in the various activities of each of the groups.

17. Comparative Scores on Mental and Achievement Tests.

This is a study of 2 large pupil groups, transported and non-transported, assumed to be roughly equivalent in mental ability. For this reason no effort was made to get complete information on the relative ability of the subjects.

A systematic testing program including all secondary students has not been carried out in the Millard School District during the past several years. However, for the past 3 years, placement tests have been given to all incoming ninth grade pupils before they have been registered for the regular high school course.

These placement tests consisted of Terman's Group Test of Mental Ability, and Traxler's Public School Attainment Test. In 1937, and again in 1939, the Terman mental test was given to twelfth grade students in the Fillmore High School. The results of these tests for the Fillmore High School groups are given in table 15. These test results were included in the data of this study for any value they might have in making a comparison of the transported and non-transported groups for differences in mental ability and school achievement.

These test results constitute what, at best, can be considered only a very limited sampling of the total number of pupils involved in the study. Therefore, any conclusions based upon these data should be weighted accordingly.

PART FOUR

PRESENTATION AND ANALYSIS OF DATA

In this division of the paper, the results of the study are presented and analyzed. Extensive use is made of tables, and a graphical presentation of the data is given in all cases where it is believed that such procedure will add to the ease and speed of interpreting the findings. The 8 different fields of study are discussed in the same order as they were outlined in the preceeding section of the paper dealing with methods of procedure.

18. Number of Subjects Taken.

The results of the study in this field are listed in the first 3 columns of the Scholastic Record. This record is presented in tables 1 to 6, inclusive. A separate table is given for each of the 5 years, together with a composite table for all of the years combined.

It can be observed by referring to these tables that the 2 groups of pupils under comparison, transported and non-transported, enrolled for almost identically the same number of subjects per year. The average number of subjects taken by the transported pupils was 5.70 and by the non-transported pupils, 5.73. In 3 of the years - 1934-1935, 1935-1936, and 1938-1939 - the transported pupils averaged a slightly higher subject load than did the local pupils. In the other 2 years - 1936-1937 and 1937-1938 - the non-transported students averaged a higher number of subjects taken than did the transported group.

It is interesting to note that with both transported and non-transported students, the girls averaged a significantly higher number of subjects taken per year than did the boys. This was true for 4 of the 5 years of the study. The one exception was the year 1934-1935.

Table 1. Scholastic record, 1934-1935

Group	Average number subjects taken			Average number subjects failed			Average grade on point basis		
	Boys	Girls	Boys & girls	Boys	Girls	Boys & girls	Boys	Girls	Boys & girls
FILLMORE HIGH SCHOOL	5.69	5.65	5.67	.31	.36	.34	72.1	73.1	72.5
Kanosh	6.06	5.82	5.96	.43	.35	.40	67.5	68.3	67.7
Meadow	5.25	5.42	5.34	.62	.63	.62	62.3	65.4	64.0
Holden	5.74	5.91	5.81	.25	.37	.30	70.0	78.0	73.5
Scipio	5.56	5.57	5.56	.47	.14	.31	66.0	73.8	69.7
Flowell	5.75	5.66	5.70	.37	.16	.25	62.8	70.6	67.5
Fillmore transported	5.72	5.69	5.71	.41	.62	.51	72.9	71.5	72.2
Fillmore non-trans.	5.65	5.61	5.63	.20	.10	.16	71.3	74.6	72.7
DELTA HIGH SCHOOL	5.05	5.22	5.16	.08	.10	.90	72.3	76.0	74.4
South Tract	4.53	4.75	4.58	.13	.75	.26	65.7	67.8	67.4
Sutherland	5.36	5.10	5.18	.05	0	.02	72.1	88.4	82.1
Oak City	4.92	5.30	5.15	0	.05	.03	73.3	75.5	74.6
Lynndyl	5.64	4.63	5.20	.14	.63	.36	72.3	60.6	67.1
Leamington	4.88	5.07	5.00	0	0	0	69.7	75.2	73.1
Delta trans.	5.10	5.07	5.09	.07	.14	.11	71.2	77.8	74.5
Delta non-trans.	5.00	5.40	5.24	.08	.06	.07	73.3	75.2	74.3
HINCKLEY HIGH SCHOOL	6.04	6.17	6.11	.17	.18	.17	77.9	73.6	75.7
Deseret	6.02	6.55	6.28	.15	.20	.17	74.9	74.8	74.8
Oasis	6.12	6.00	6.05	.50	0	.20	69.6	78.6	75.0
Abraham	5.60	6.00	5.80	.40	1.00	.66	68.4	66.7	67.6
Hinckley transported	5.96	6.30	6.14	.28	.22	.25	78.8	75.2	76.8
Hinckley non-trans.	6.13	6.05	6.09	.05	.15	.10	77.0	72.1	74.5
District transported	5.55	5.57	5.56	.28	.38	.33	73.2	74.4	73.8
District non-trans.	5.64	5.43	5.54	.13	.08	.11	73.0	74.5	73.7
Both groups	5.59	5.50	5.55	.20	.23	.22	73.1	74.5	73.7

Table 2. Scholastic record, 1935-1936

Group	Average number subjects taken			Average number subjects failed			Average grade on point basis		
	Boys	Girls	Boys & girls	Boys	Girls	Boys & girls	Boys	Girls	Boys & girls
FILLMORE HIGH SCHOOL	5.57	5.88	5.72	.31	.10	.21	66.9	74.5	70.7
Kanosh	5.40	6.00	5.60	.50	.15	.36	61.0	71.0	65.1
Meadow	5.68	6.00	5.84	.38	0	.17	65.5	73.3	69.2
Holden	5.81	6.20	5.98	.30	.20	.27	67.7	75.6	71.2
Scipio	5.77	5.95	5.88	.25	0	.13	69.6	75.0	72.2
Flowell	5.30	5.33	5.31	.40	.50	.45	72.4	66.6	69.6
Fillmore transported	5.65	5.96	5.79	.36	.13	.26	65.6	73.1	69.1
Fillmore non-trans.	5.50	5.80	5.65	.26	.07	.17	68.9	75.8	72.2
DELTA HIGH SCHOOL	5.22	5.54	5.38	.07	0	.03	71.0	76.8	73.9
South Tract	4.62	6.00	5.00	.12	0	.10	71.5	79.0	73.0
Sutherland	4.71	5.50	5.27	.14	0	.04	68.8	79.0	76.0
Oak City	6.00	5.23	5.50	0	0	0	72.4	80.5	77.2
Lynndyl	5.08	5.12	5.10	0	0	0	74.7	74.5	74.6
Leamington	4.77	5.25	5.00	.22	0	.11	66.5	73.4	69.8
Delta transported	5.02	5.38	5.20	.08	0	.04	71.0	77.7	74.6
Delta non-trans.	5.43	5.70	5.56	.06	0	.03	71.0	76.0	73.3
HINCKLEY HIGH SCHOOL	5.97	6.05	6.00	.09	.17	.13	75.9	76.9	76.4
Deseret	6.26	6.00	6.12	.13	.25	.19	75.8	77.2	76.5
Oasis	6.16	6.00	6.11	0	.16	.05	78.1	75.5	77.2
Abraham	5.00	5.75	5.50	.50	.25	.33	62.0	69.5	67.0
Hinckley transported	6.14	5.96	6.05	.10	.23	.16	75.8	75.6	75.7
Hinckley non-trans.	5.80	6.14	5.96	.09	.11	.10	76.1	78.3	77.1
District transported	5.57	6.37	5.96	.26	.11	.19	67.8	74.7	71.4
District non-trans.	5.57	5.86	5.70	.15	.06	.11	71.3	76.4	73.7
Both groups	5.57	6.11	5.83	.20	.08	.15	69.5	75.5	72.6

Table 3. Scholastic record, 1936-1937

Group	Average number subjects taken			Average number subjects failed			Average grade on point basis		
	Boys	Girls	Boys & girls	Boys	Girls	Boys & girls	Boys	Girls	Boys & girls
FILLMORE HIGH SCHOOL	5.57	6.17	5.84	.30	.04	.17	70.7	78.9	74.8
Kanosh	5.70	5.95	5.82	.80	.20	.50	63.4	74.6	69.0
Meadow	5.24	6.09	5.61	.19	0	.10	70.3	78.7	74.1
Holden	5.62	6.13	5.84	.41	0	.23	69.6	80.5	75.2
Scipio	5.63	5.92	5.80	.09	.04	.06	74.9	77.8	76.7
Flowell	5.60	6.08	5.94	.20	.16	.17	75.4	76.5	76.2
Fillmore transported	5.54	6.04	5.78	.35	.07	.22	70.0	77.9	73.9
Fillmore non-trans.	5.60	6.30	5.90	.26	.01	.13	71.4	80.0	75.7
DELTA HIGH SCHOOL	5.39	5.51	5.45	.08	.07	.08	73.0	76.4	74.5
South Tract	4.60	5.15	5.03	0	0	0	74.0	78.4	76.0
Sutherland	4.91	5.85	5.42	.04	.18	.11	71.5	74.3	73.0
Oak City	5.35	5.52	5.45	.21	.09	.14	68.5	74.7	72.2
Lynndyl	5.21	5.36	5.28	0	.09	.04	73.0	71.4	72.3
Leamington	4.66	5.81	5.26	0	0	0	74.0	80.4	77.3
Delta transported	5.00	5.60	5.31	.05	.09	.07	72.2	75.7	74.0
Delta non-trans.	5.79	5.43	5.60	.12	.05	.09	73.9	77.2	75.1
HINCKLEY HIGH SCHOOL	5.59	5.46	5.52	.04	.24	.12	76.9	72.9	75.0
Deseret	5.44	5.77	5.58	0	.23	.09	74.5	72.9	73.8
Oasis	5.53	5.33	5.47	0	0	0	77.9	73.1	76.4
Abraham	4.60	5.16	4.90	.40	.83	.63	58.2	62.5	60.5
Hinckley transported	5.36	5.52	5.43	.06	.32	.16	73.4	70.5	72.2
Hinckley non-trans.	5.83	5.41	5.61	.03	.15	.09	80.4	75.3	77.8
District transported	5.46	5.64	5.55	.15	.10	.13	73.4	74.1	73.8
District non-trans.	5.63	5.81	5.72	.18	.03	.10	72.7	78.8	75.9
Both groups	5.54	5.72	5.63	.16	.07	.11	73.0	76.4	74.8

Table 4. Scholastic record, 1937-1938

Group	Average number subjects taken			Average number subjects failed			Average grade on point basis		
	Boys	Girls	Boys & girls	Boys	Girls	Boys & girls	Boys	Girls	Boys & girls
FILLMORE HIGH SCHOOL	5.91	6.43	6.16	.19	.07	.12	74.0	79.3	76.7
Kanosh	5.80	6.20	6.00	.27	.04	.16	71.1	78.4	74.6
Meadow	5.60	6.30	5.94	.21	.03	.12	73.0	78.1	75.3
Holden	6.00	6.63	6.30	0	0	0	75.5	79.2	77.3
Scipio	6.10	6.36	6.20	.05	0	.02	76.5	80.4	78.6
Flowell	6.14	6.00	6.05	0	0	0	77.5	83.9	81.5
Fillmore transported	5.90	6.34	6.12	.13	.02	.08	74.0	79.6	76.8
Fillmore non-trans.	5.93	6.52	6.20	.25	.12	.17	74.1	79.0	76.7
DELTA HIGH SCHOOL	5.14	5.64	5.41	.08	.05	.06	73.6	78.5	76.1
South Tract	4.61	5.36	4.91	0	.09	.04	75.3	75.4	75.4
Sutherland	4.88	5.16	5.00	.18	.04	.11	67.0	78.7	73.9
Oak City	5.35	5.14	5.25	.11	.14	.12	72.9	78.5	75.4
Lynndyl	6.00	4.92	5.50	.07	.17	.11	77.5	77.1	77.3
Leamington	5.38	4.91	5.16	0	.08	.04	80.0	76.6	78.4
Delta transported	4.95	5.38	5.15	.12	.06	.09	72.5	78.9	75.5
Delta non-trans.	5.34	5.90	5.67	.04	.04	.04	74.7	78.1	76.7
HINCKLEY HIGH SCHOOL	6.30	6.50	6.39	.16	.07	.13	76.1	79.1	77.3
Deseret	6.29	6.00	6.16	.06	.07	.06	75.9	78.2	76.9
Oasis	6.00	6.50	6.15	0	0	0	77.7	72.8	76.1
Abraham	6.40	6.16	6.27	.20	1.00	.63	70.4	62.3	66.0
Hinckley transported	6.16	6.20	6.18	.19	.08	.15	74.2	75.2	74.6
Hinckley non-trans.	6.44	6.80	6.59	.14	.07	.11	78.0	83.0	80.0
District transported	5.60	5.99	5.79	.15	.07	.10	73.4	78.9	76.1
District non-trans.	5.86	5.99	5.93	.14	.04	.09	75.4	75.4	75.4
Both groups	5.73	5.98	5.86	.14	.06	.09	74.4	77.1	75.7

Table 5. Scholastic record, 1938-1939

Group	Average number subjects taken			Average number subjects failed			Average grade on point basis		
	Boys	Girls	Boys & girls	Boys	Girls	Boys & girls	Boys	Girls	Boys & girls
FILLMORE HIGH SCHOOL	5.94	6.23	6.07	.09	.01	.05	74.4	79.3	76.8
Kanosh	5.81	6.82	6.24	.23	0	.15	70.9	77.8	75.7
Meadow	6.28	6.18	6.23	.10	0	.05	73.5	78.6	74.7
Holden	6.09	6.42	6.24	0	0	0	71.4	75.6	75.0
Scipio	6.31	6.17	6.25	0	0	0	78.3	83.3	80.8
Flowell	5.50	6.50	6.33	.50	0	.18	63.3	84.0	78.2
Fillmore transported	6.06	6.44	6.24	.12	0	.06	73.9	79.1	76.5
Fillmore non-trans.	5.82	6.03	5.90	.06	.02	.04	75.0	79.5	77.2
DELTA HIGH SCHOOL	5.49	5.88	5.70	.02	.01	.02	73.6	78.0	75.8
South Tract	5.00	6.25	5.90	0	0	0	76.0	78.6	76.7
Sutherland	5.40	5.70	5.53	0	0	0	72.1	77.0	74.1
Oak City	5.45	5.85	5.70	0	0	0	74.4	75.9	75.4
Lynndyl	5.36	5.05	5.17	0	0	0	78.6	69.1	73.0
Leamington	5.40	6.60	5.88	0	0	0	70.7	78.0	73.6
Delta transported	5.49	5.75	5.61	0	0	0	73.8	74.9	74.3
Delta non-trans.	5.50	6.02	5.80	.03	.02	.03	73.4	81.1	77.3
HINCKLEY HIGH SCHOOL	4.93	5.55	5.21	.08	.11	.09	71.1	78.2	74.2
Deseret	5.23	5.54	5.37	.15	.09	.12	67.0	78.1	74.9
Oasis	5.33	5.43	5.36	0	0	0	63.2	78.5	72.5
Abraham	4.73	5.81	5.29	.50	.18	.29	65.2	75.3	71.5
Hinckley transported	4.70	5.62	5.10	.13	.10	.12	64.2	77.0	69.8
Hinckley non-trans.	5.16	5.48	5.33	.03	.12	.07	78.0	79.4	78.7
District transported	5.63	6.10	5.87	.13	.01	.05	72.4	77.8	74.8
District non-trans.	5.56	5.94	5.76	.04	.04	.04	74.9	80.3	77.7
Both groups	5.59	6.02	5.81	.09	.02	.05	73.6	81.0	76.2

Table 6. Scholastic record for period 1934-1939

Group	Average number subjects taken			Average number subjects failed			Average grade on point basis		
	Boys	Girls	Boys & girls	Boys	Girls	Boys & girls	Boys	Girls	Boys & girls
FILLMORE HIGH SCHOOL	5.73	6.07	5.49	.24	.11	.18	71.6	77.0	74.3
Kanosh (15)*	5.75	6.12	5.92	.45	.15	.31	66.6	73.6	70.0
Meadow (8)	5.61	5.94	5.79	.30	.13	.21	69.5	74.8	71.4
Holden (9)	5.85	6.25	6.03	.19	.11	.16	70.8	77.7	74.4
Scipio (25)	5.87	5.99	5.94	.17	.04	.10	73.0	78.0	75.6
Flowell (6-10)	5.66	5.92	5.86	.29	.16	.21	70.3	76.3	74.6
Fillmore transported	5.77	6.09	5.93	.27	.17	.22	71.3	76.2	73.7
Fillmore non-transported	5.70	6.05	5.85	.20	.09	.13	72.1	77.7	74.9
DELTA HIGH SCHOOL	5.26	5.56	5.42	.06	.05	.06	72.7	77.1	74.9
South Tract (3-11)	4.67	5.50	5.08	.05	.17	.08	72.5	75.8	73.7
Sutherland (3-18)	5.28	5.46	5.19	.08	.04	.06	70.3	79.3	75.8
Oak City (15)	5.41	5.41	5.41	.06	.06	.06	72.3	77.0	74.9
Lynndyl (18)	5.46	5.01	5.25	.04	.18	.10	75.1	70.5	72.8
Leamington (24)	5.02	5.53	5.26	.04	.01	.02	72.2	76.7	74.4
Delta transported	5.11	5.43	5.27	.06	.06	.06	72.1	77.0	74.6
Delta non-transported	5.41	5.64	5.57	.06	.03	.05	73.3	77.5	75.3
HINCKLEY HIGH SCHOOL	5.77	5.94	5.85	.11	.15	.13	75.6	76.1	75.8
Deseret (4)	5.85	5.97	5.90	.09	.17	.13	74.6	76.2	75.4
Oasis (8)	5.83	5.85	5.83	.10	.03	.05	74.6	75.7	73.3
Abraham (3-22)	5.27	5.77	5.55	.40	.65	.51	64.9	67.2	66.5
Hinckley transported	5.66	5.92	5.78	.15	.19	.17	73.3	74.7	73.8
Hinckley non-transported	5.97	5.97	5.97	.07	.12	.09	77.9	77.6	77.7
District transported	5.54	5.95	5.70	.20	.13	.16	71.9	76.4	74.1
District non-transported	5.65	5.81	5.73	.13	.06	.09	73.5	77.2	75.3
Both groups	5.59	5.89	5.72	.17	.10	.13	72.7	76.7	74.7

* Figures in parentheses indicate length of bus route in miles.

In this year the girls of both the transported and the non-transported groups were exceeded by the boys in the number of courses studied.

During the past 5 years the pupils of the Hinckley High School have enrolled for more subjects than the pupils at either of the other 2 schools. Table 6 shows that the average number of subjects taken at the Hinckley school was 5.85 while at Delta it was 5.42 and at Fillmore 5.49. Of the bus routes or local groups, the Deseret students have had the highest record for the number of subjects taken. The average student in the group has enrolled for 6.28 subjects per year. The group enrolled for the fewest number of subjects per year was South Tract. The average for this group over the 5 year period was 5.08 subjects per pupil per year.

19. Number of Subjects Failed.

The data covering the failure rate of the groups are found in the fourth, fifth, and sixth columns of the Scholastic Record, tables 1 to 6. A study of these tables reveals the fact that the transported pupils had a significantly higher failure rate than did the local pupils. Over the 5-year period under study, the average number of subjects failed by the transported pupils was 0.16, while for the non-transported pupils the average was only 0.09. In every year of the study the bus students failed at a higher rate than did the local students. In comparing the failure rate of boys with girls, it is seen by the tables that the boys had a markedly higher failure rate than did the girls. This is true in every year of the 5 but one - 1934-1935 - at which time an abnormally high failure rate on the part of the transported girls was responsible for the exception. In this year, as in the other 4, the non-transported boys had a higher failure rate than the non-transported girls.

The figures of table 6 show that of the 3 high schools, Fillmore had the highest failure rate. At this school the average number of subjects failed per pupil per year was 0.18. At Delta the failure rate for the 5-year period was only 0.06, while at Hinckley it was 0.13. Of the groups listed in table 6, Abraham had a failure rate of 0.51, which is almost twice as great as the figure for the next highest group, Kanosh, which had a failure rate of 0.31. Tables 1 to 5 show that Abraham has had a higher failure rate for all but one of the 5 years. In 1935-1936, Kanosh assumed the lead over Abraham in this respect by the slight percentage margin of 0.36 to 0.33.

20. Scholarship.

It would naturally be assumed that there would be an inverse relationship between the average number of subjects failed by a given group of pupils and the scholastic grades received by those pupils. An analysis of the data presented in the Scholastic Record, tables 1 to 6, indicates that this assumption is entirely correct for the 25 different groups treated in this study. In general, those groups which had the higher failure rates received the lowest scholastic grades.

The transported pupils, considered over the 5-year period, had an average grade on a point basis of 74.1. The corresponding grade for the non-transported pupils was 75.3.

In 3 of the 5 years covered by the tables, the better grades were awarded to the non-transported pupils. However in 1934-1935, and again in 1937-1938, the transported pupils received the higher grades.

When the grades of the pupils are considered by sex, it is evident that the girls have excelled in every year, and for all groups, excepting 2, the 2 exceptions being Lynndyl and Hinckley, non-transported,

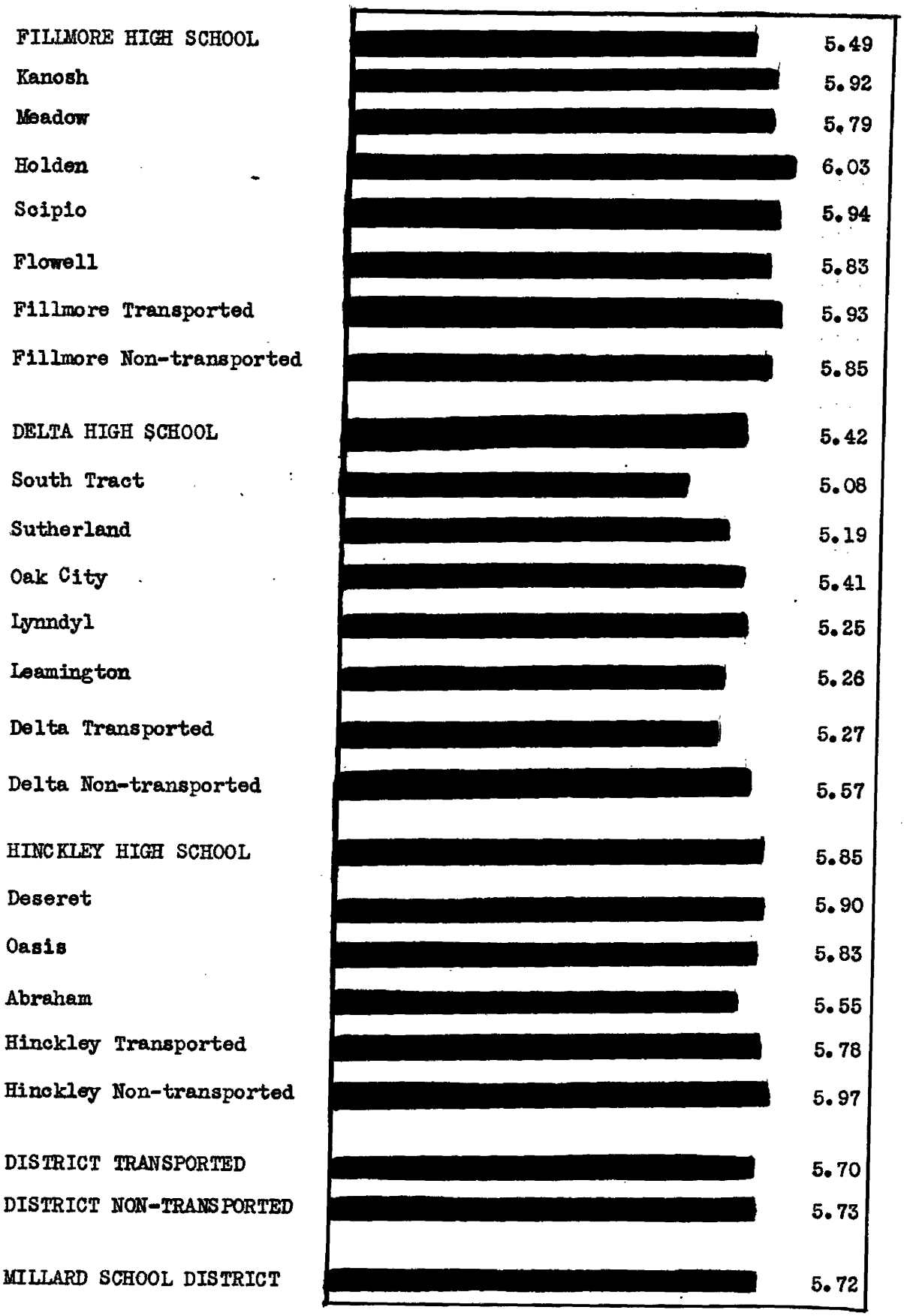

Plate 1. Average number of subjects taken per year by high school students in the Millard County School District for period 1934-1939

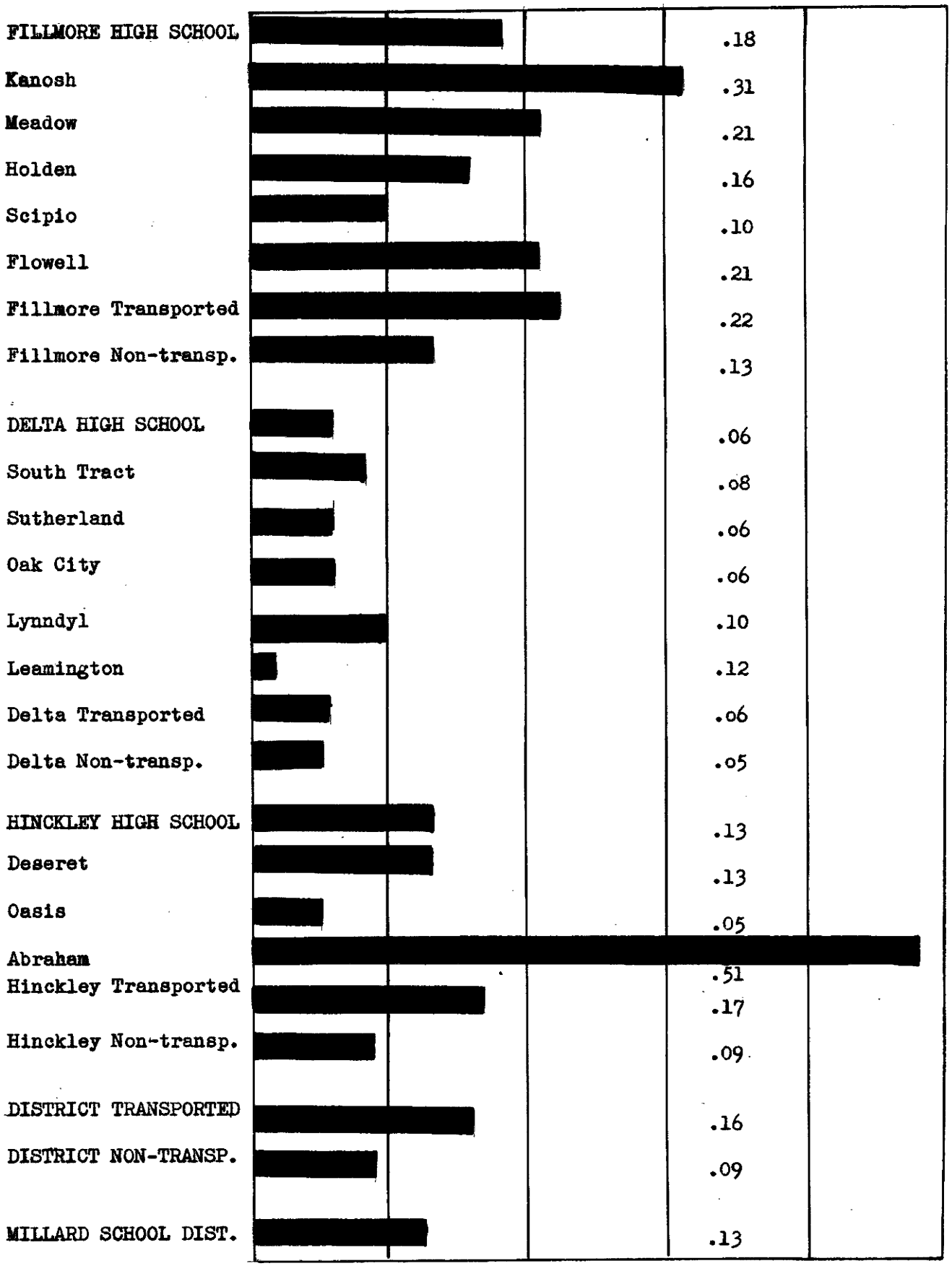

Plate 2. Average number subjects failed per year by high school students in the Millard County School District for the period 1934-1939.

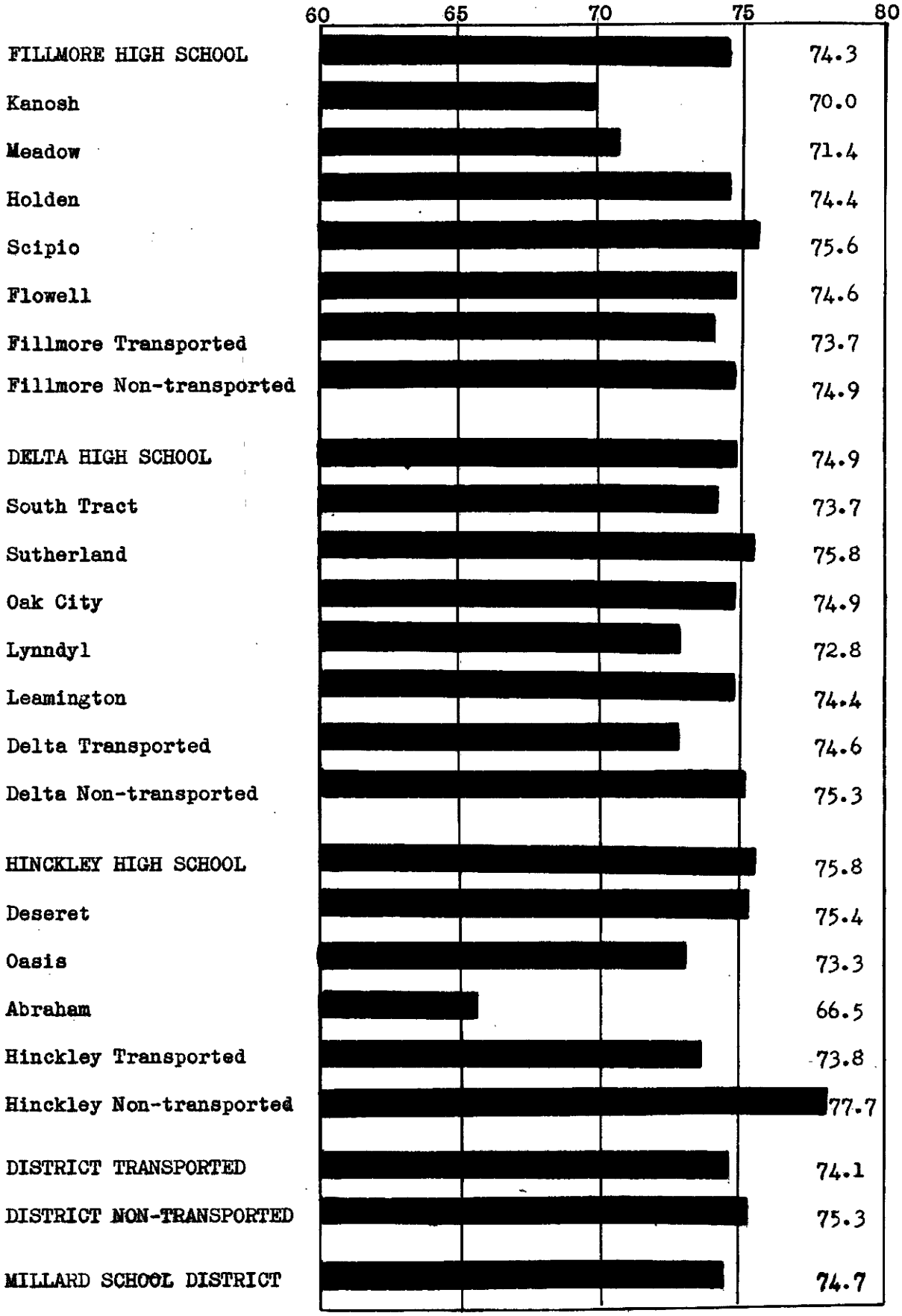

Plate 3. Average grade on a point basis of high school students in the Millard County School District for the period 1934-1939.

The data of table 6 show that the 3 high schools were remarkably close together in the average grades they awarded their pupils. Fillmore, with an average grade of 74.3 was the lowest, while Hinckley with a grade of 75.8 was the highest. The average grade at Delta for the 5-year period was 74.9.

From the standpoint of the groups, the Hinckley non-transported pupils, with an average grade of 77.7, have received the highest scholastic rating. The lowest average grade, 66.5, was received by one of the Hinckley transported groups, Abraham. This was the group, also, with the highest failure rate.

In the school year of 1937-1938, the average scholastic grade for all pupils in the district was 76.2. This was the highest average grade for the 5-year period. The lowest grade for the period was 72.6 in 1935-1936.

21. Attendance.

The average number of days in attendance for each of the groups in the study is listed by sex and total students in the first 3 columns of the Attendance Record, tables 7 to 12. These data show that the non-transported pupils in the district established a higher record than the transported pupils. This was true for both boys and girls for each of the 5 years from 1934-1935 to 1938-1939. The data also show that the girls had a better attendance record during this period than did the boys. The difference, however, was not great.

The best attendance record over the period was established at the Hinckley High School with an average yearly attendance of 164.7 days per pupil. The lowest attendance was at Delta with an average of 157.5. The average at Fillmore was 158.9. At all of the schools, the non-transported pupils attended school with a little better average than did the transported pupils.

Table 7. Attendance record, 1934-1935

Group	Average number of days in attendance			Withdrawals		Pupil per-centage
	Boys	Girls	Boys & girls	No. wd.	% wd.	
FILLMORE HIGH SCHOOL	150.0	150.0	150.0	35	100.0	100.0
Kanosh	143.3	146.3	145.0	7	20.0	15.0
Meadow	140.5	136.9	138.6	7	20.0	9.9
Holden	149.7	153.7	151.5	6	17.1	15.5
Scipio	151.7	151.9	151.8	4	11.3	12.5
Flowell	145.5	149.7	148.0	3	8.5	5.7
Fillmore transported	146.9	147.8	147.4	27	77.1	58.6
Fillmore non-transported	153.1	152.3	152.7	8	22.9	41.4
DELTA HIGH SCHOOL	149.0	151.3	150.6	23	100.0	100.0
South Tract	141.0	141.7	141.2	2	8.7	6.0
Sutherland	149.4	157.2	154.1	3	13.0	15.5
Oak City	145.9	150.4	148.2	2	8.7	10.6
Lynndyl	149.3	137.1	144.2	4	26.0	7.8
Leamington	154.4	146.7	149.6	0	0	6.5
Delta transported	147.5	150.1	148.8	11	47.8	46.4
Delta non-transported	152.5	152.4	152.5	12	52.2	53.6
HINCKLEY HIGH SCHOOL	162.1	162.5	162.3	7	100.0	100.0
Deseret	162.7	162.6	162.6	0	0	26.9
Oasis	164.1	162.4	163.2	4	57.1	13.8
Abraham	153.4	163.5	157.8	1	14.3	6.2
Hinckley transported	161.6	162.6	162.1	5	71.4	46.9
Hinckley non-transported	162.7	162.4	162.5	2	28.6	53.1
District transported	151.0	151.2	151.0	43	66.1	51.7
District non-transported	154.7	154.5	154.6	22	33.9	48.3
Both groups	152.8	152.8	152.7	65	100.0	100.0

Table 8. Attendance record, 1935-1936

Group	Average number of days in attendance			Withdrawals		Pupil per-centage
	Boys	Girls	Boys & girls	No. wd.	% wd.	
FILLMORE HIGH SCHOOL	157.0	155.8	156.4	38	100.0	100.0
Kanosh	154.6	150.2	152.0	6	15.7	13.6
Meadow	155.1	155.4	155.2	7	18.4	12.2
Holden	157.3	158.6	158.3	5	13.1	15.7
Scipio	148.4	150.9	149.6	6	15.7	14.1
Flowell	155.8	152.0	153.7	2	5.2	5.9
Fillmore transported	155.5	153.3	154.7	26	68.5	61.5
Fillmore non-transported	158.5	157.9	158.2	12	31.5	38.5
DELTA HIGH SCHOOL	154.5	158.4	156.1	16	100.0	100.0
South Tract	158.5	155.5	157.9	0	0	5.3
Sutherland	145.2	159.1	154.9	1	6.25	12.1
Oak City	148.1	157.9	154.5	2	12.5	10.6
Lynndyl	161.1	156.4	160.0	2	12.5	10.6
Leamington	147.2	149.9	148.4	3	18.7	9.0
Delta transported	153.0	156.9	155.0	8	50.0	47.6
Delta non-transported	156.0	160.0	157.3	8	50.0	52.4
HINCKLEY HIGH SCHOOL	163.3	165.3	164.5	7	100.0	100.0
Deseret	166.6	165.0	165.8	1	14.3	23.8
Oasis	164.3	163.6	164.1	1	14.3	13.9
Abraham	153.0	164.5	160.6	1	14.3	4.6
Hinckley transported	164.5	164.8	164.7	3	42.8	42.3
Hinckley non-transported	162.2	165.9	164.3	4	57.2	57.7
District transported	154.7	156.2	155.4	37	60.6	54.0
District non-transported	158.6	160.0	159.3	24	39.4	46.0
Both groups	156.6	158.1	157.3	61	100.0	100.0

Table 9. Attendance record, 1936-1937

Group	Average number of days in attendance			Withdrawals		Pupil per-centage
	Boys	Girls	Boys & girls	No. wd.	% wd.	
FILLMORE HIGH SCHOOL	158.0	160.9	159.5	26	100.0	100.0
Kanosh	158.2	160.5	159.4	3	11.5	11.7
Meadow	155.8	161.1	158.2	5	19.2	14.2
Holden	160.0	163.5	161.3	4	15.4	15.4
Scipio	161.5	161.5	161.5	0	0	14.2
Flowell	147.8	153.7	152.0	2	7.7	5.1
Fillmore transported	158.3	161.0	159.6	14	53.8	60.6
Fillmore non-transported	157.7	161.1	159.5	12	46.2	39.4
DELTA HIGH SCHOOL	158.1	159.6	158.9	10	100.0	100.0
South Tract	166.4	152.7	160.0	2	20.0	8.4
Sutherland	161.5	164.4	163.1	1	10.0	15.5
Oak City	161.7	162.7	162.3	4	40.0	10.4
Lynndyl	162.5	159.9	161.3	1	10.0	7.8
Leamington	161.3	163.0	162.2	0	0	9.3
Delta transported	156.4	165.4	156.4	8	80.0	51.4
Delta non-transported	159.8	162.9	161.4	2	20.0	48.6
HINCKLEY HIGH SCHOOL	166.1	160.6	163.8	6	100.0	100.0
Deseret	163.6	164.7	163.8	1	16.7	22.8
Oasis	165.7	163.0	164.7	2	33.3	13.9
Abraham	160.2	136.0	147.0	0	0	8.1
Hinckley transported	163.9	157.4	161.2	3	50.0	44.8
Hinckley non-transported	169.3	163.9	166.4	3	50.0	55.2
District transported	158.6	158.6	158.6	25	59.5	54.1
District non-transported	161.8	163.5	162.6	17	40.5	45.9
Both groups	160.2	161.0	160.6	42	100.0	100.0

Table 10. Attendance record, 1937-1938

Group	Average number of days in attendance			Withdrawals		Pupil per-centage
	Boys	Girls	Boys & girls	No. wd.	% wd.	
FILLMORE HIGH SCHOOL	164.4	165.2	164.8	15	100.0	100.0
Kanosh	165.5	160.9	163.4	4	26.7	15.3
Meadow	164.0	168.8	166.3	2	13.3	15.1
Holden	167.0	170.3	168.6	2	13.3	14.7
Scipio	167.0	165.0	166.8	2	13.3	12.6
Flowell	167.7	164.4	166.6	1	7.2	5.3
Fillmore transported	166.0	166.6	166.3	11	73.3	63.0
Fillmore non-transported	162.9	163.9	163.4	4	26.7	37.0
DELTA HIGH SCHOOL	158.4	164.0	161.3	17	100.0	100.0
South Tract	159.0	164.6	161.8	3	17.6	8.2
Sutherland	155.4	165.9	160.7	2	11.7	17.3
Oak City	153.3	163.5	160.6	1	5.9	10.7
Lyndyl	163.7	159.4	162.0	3	17.6	8.5
Leamington	152.0	161.7	156.7	1	5.9	8.3
Delta transported	156.7	163.7	160.4	10	58.8	53.0
Delta non-transported	160.2	164.3	162.3	7	41.2	47.0
HINCKLEY HIGH SCHOOL	169.3	169.6	169.5	7	100.0	100.0
Deseret	168.1	171.4	169.3	3	42.9	22.5
Oasis	167.5	161.6	165.6	0	0	14.2
Abraham	163.4	163.3	163.3	0	0	8.3
Hinckley transported	167.1	167.3	167.2	3	42.8	45.0
Hinckley non-transported	171.6	171.9	171.7	4	57.2	55.0
District transported	163.2	165.5	164.4	24	61.6	56.3
District non-transported	164.9	166.7	165.8	15	38.4	43.7
Both groups	163.5	165.4	164.3	39	100.0	100.0

Table 11. Attendance record, 1938-1939

Group	Average number of days in attendance			Withdrawals		Pupil per-centage
	Boys	Girls	Boys & girls	No. wd.	% wd.	
FILLMORE HIGH SCHOOL	161.5	166.1	163.7	10	100.0	100.0
Kanosh	155.3	166.0	159.8	3	30.0	15.8
Meadow	160.7	162.9	161.8	0	0	15.1
Holden	158.3	163.9	160.8	2	20.0	15.5
Scipio	163.3	166.3	165.0	1	10.0	15.5
Flowell	158.5	163.0	161.3	1	10.0	4.4
Fillmore transported	159.5	164.9	161.9	7	70.0	66.3
Fillmore non-transported	163.5	167.5	165.4	3	30.0	33.7
DELTA HIGH SCHOOL	157.2	163.1	160.8	11	100.0	100.0
South Tract	164.5	166.3	165.0	1	9.0	3.3
Sutherland	159.6	161.5	160.4	0	0	14.2
Oak City	171.3	163.4	168.5	1	9.0	9.4
Lynndyl	165.6	153.7	158.8	2	18.1	10.0
Leamington	148.0	165.8	154.8	1	9.0	7.8
Delta transported	159.3	162.9	161.1	5	45.4	44.7
Delta non-transported	154.8	163.3	160.5	6	54.6	55.3
HINCKLEY HIGH SCHOOL	162.5	166.3	164.3	9	100.0	100.0
Deseret	161.8	164.9	163.1	3	33.3	17.4
Oasis	159.0	166.6	161.3	2	22.2	16.6
Abraham	162.4	155.1	159.8	1	11.1	11.9
Hinckley transported	159.4	164.3	161.6	6	66.7	45.9
Hinckley non-transported	165.6	168.3	167.0	3	33.3	54.1
District transported	160.0	164.8	162.3	18	60.0	54.7
District non-transported	166.4	165.6	166.0	12	40.0	45.3
Both groups	163.2	165.2	164.1	30	100.0	100.0

Table 12. Attendance record for period 1934-1939

Group	Average number of days in attendance per year			Withdrawals		Pupil percentage
	Boys	Girls	Boys & girls	No. wd.	% wd.	
FILLMORE HIGH SCHOOL	158.2	159.4	158.9	114	100.0	100.0
Kanosh (15)*	155.4	156.8	156.1	23	70.2	14.3
Meadow (8)	154.4	157.4	155.5	21	18.4	13.2
Holden (9)	158.4	162.0	160.1	19	16.6	15.4
Scipio (25)	158.4	159.1	158.8	14	12.3	13.7
Flowell (6-10)	155.0	156.5	158.3	9	7.9	5.2
Fillmore transported	157.2	158.8	157.9	85	74.6	62.8
Fillmore non-transported	159.1	160.5	159.8	39	34.2	37.9
DELTA HIGH SCHOOL	155.4	159.3	157.5	77	100.0	100.0
South Tract (3-11)	151.2	149.1	150.3	8	10.4	6.2
Sutherland (3-18)	154.2	161.6	158.6	7	9.1	14.8
Oak City (15)	156.1	159.6	158.8	10	13.0	10.3
Lynndyl (18)	160.4	153.7	158.6	12	15.5	8.8
Leamington (24)	152.6	157.4	154.3	5	7.5	8.1
Delta transported	155.6	158.4	157.1	42	54.5	48.6
Delta non-transported	156.6	160.6	158.7	35	45.4	51.3
HINCKLEY HIGH SCHOOL	164.6	164.9	164.7	36	100.0	100.0
Deseret (4)	164.5	165.7	164.9	8	22.2	22.6
Oasis (8)	164.1	163.4	163.8	9	25.0	14.5
Abraham (3-22)	158.5	156.5	157.7	3	8.3	7.8
Hinckley transported	163.3	163.3	163.3	20	55.5	45.0
Hinckley non-transported	166.3	166.5	166.4	16	44.4	54.9
District transported	158.1	159.9	159.0	147	62.0	54.1
District non-transported	160.9	161.9	161.4	90	38.0	45.9
Both groups	159.5	160.9	160.2	237	100.0	100.0

* Figures in parentheses indicate length of bus route in miles.

The group attending school the greatest number of days during the 5-year period was Hinckley non-transported. Here the average attendance per pupil per year was 166.4. The lowest average for any of the groups, 150.3, was made by South Tract.

Considering the entire district as a whole, the best average attendance per pupil occurred in the school year of 1937-1938. The average was 164.5. The corresponding figure for the year with the lowest average attendance, 1934-1935, was 152.8.

22. Withdrawals.

The withdrawal records of the various groups under study in this problem are found in columns 4 and 5 of the Attendance Record, tables 6 to 12. The withdrawal record of each group is expressed both in number and percent. In the right hand columns of tables 6 to 12, is given the percentage enrollment of each of the groups. It is thus possible to make a direct comparison of the percent withdrawal of a given group with the percent enrollment of the group.

The data of the tables reveal that over the 5-year period investigated, the transported pupils show a higher withdrawal rate than the non-transported pupils. The transported group with 54.1 percent of the total enrollment was responsible for 62.0 percent of the total withdrawals. The non-transported group with 45.9 percent of the total enrollment has but 38.0 percent of the total withdrawals.

In each of the 5 years of the study, the transported pupils had a percentage of total withdrawals which exceeded their percentage of total enrollment. The corresponding withdrawal percentages for the non-transported pupils have, on the other hand, in every case been below the percentages expressing their enrollments.

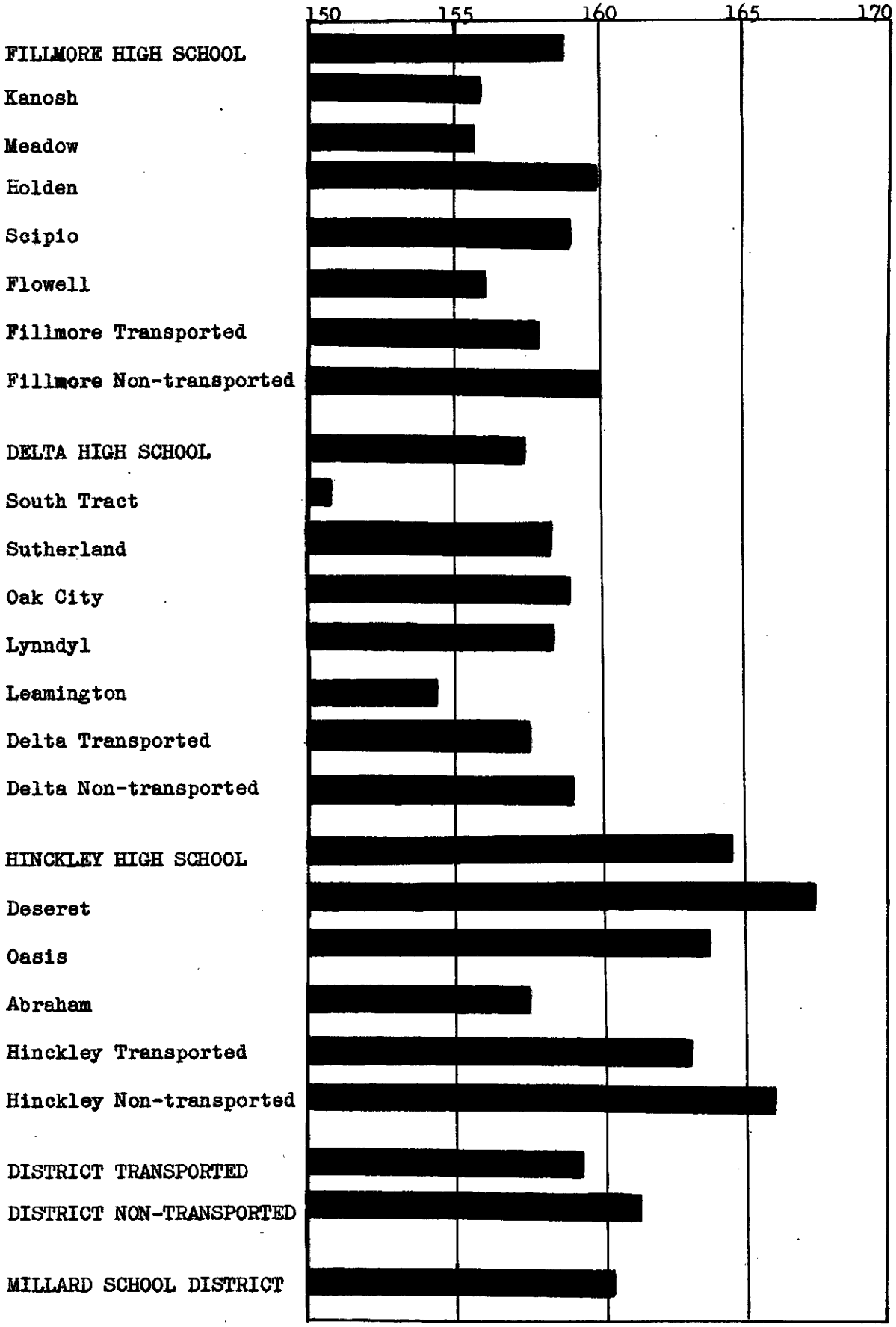

Plate 4. Average number of days attendance per year of high school pupils in the Millard County School District for the period 1934-1939.

When the data of the tables are studied in terms of schools, it is observed that for each of the schools the transported group has withdrawn at a heavier relative rate than the non-transported group. This has been the case every year for each school with but 2 exceptions. At the Fillmore school in 1936-1937, and again at Hinckley in 1937-1938, the transported groups have enrollment percentages which exceed their withdrawal percentages.

Over the 5-year period, the group with the greatest difference between the enrollment percentage and the withdrawal percentage was Oasis. This group with 14.5 percent of the total enrollment of the school had 25.0 percent of the withdrawals of the school.

23. Illness.

The results of the study in the field of illness are found in columns 2 and 3 of table 13. These results are significant in the fact that they show that for transported pupils only 43 percent of the total absence was due to illness, while for the local or non-transported pupils, 50 percent of the total absence was caused by illness. When the schools are considered individually, it is seen that for each of them illness was a less potent factor in causing absence in the transported group than it was in the non-transported group.

With respect to the various groups, the data revealed that in the majority of cases the transported group of a given school had a percentage of absence due to illness which was less than the corresponding percentage for the non-transported group.

If it is true, as has so often been contended, that school transportation is conducive to illness, this fact is certainly not reflected in the data of this study. The transported pupils have been absent from school a

Table 13. Causes of absence of high school pupils, Millard County School District, 1934-1935

Group		Illness		Work		Missed bus		Trip		Misc.	
		No.	%	No.	%	No.	%	No.	%	No.	%
FILLMORE HIGH SCHOOL	3655	1449	39	1382	38	177	4.8	270	7.3	378	12.0
Kanosh (15)*	892	246	27	332	37	96	10.2	34	3.8	184	21.0
Meadow (18)	717	421	59	233	32	32	4.4	19	2.6	12	1.6
Holden (9)	678	308	45	220	32	28	4.1	40	6.0	82	12.0
Scipio (25)	462	122	26	176	38	86	18.0	44	9.5	34	7.5
Flowell (6-10)	217	91	42	81	37	21	9.7	16	7.4	8	3.7
Fillmore transported	2744	1066	39	1032	38	177	6.4	153	5.5	316	12.0
Fillmore non-transported	902	383	42	350	39	0	0	107	11.0	62	6.8
DELTA HIGH SCHOOL	3322	1574	47	1460	44	43	1.3	150	4.5	95	2.6
South Tract (3-11)	242	139	58	87	36	7	2.9	3	1.2	6	2.4
Sutherland (3-18)	511	134	26	351	68	10	1.9	14	2.7	2	.39
Oak City (15)	164	71	43	64	39	7	4.3	15	8.9	7	4.3
Lynndyl (18)	228	142	62	50	22	8	3.5	8	3.5	20	9.0
Leamington (24)	211	84	40	66	31	11	5.2	15	7.1	35	16.0
Delta transported	1356	570	42	618	45	43	3.0	55	4.0	70	5.2
Delta non-transported	1966	1004	51	842	43	0	0	95	4.9	25	1.3
HINCKLEY HIGH SCHOOL	1498	883	59	428	28	27	1.8	80	5.3	80	5.3
Deseret (4)	306	164	53	98	32	1	.33	27	8.8	16	5.2
Oasis (8)	284	198	70	48	17	8	2.8	16	5.6	14	5.0
Abraham (3-22)	332	169	50	130	40	18	5.4	3	.9	12	3.6
Hinckley transported	922	531	57	276	30	27	2.9	46	5.0	42	4.5
Hinckley non-transported	476	352	61	152	26	0	0	34	5.9	38	6.6
District transported	5022	2167	43	1926	38	247	4.9	254	5.5	428	8.5
District non-transported	3444	1739	50	1344	39	0	0	236	6.8	125	3.6
Both groups	7266	3906	46	2070	38	247	3.4	490	6.1	553	6.6

* Length of bus route in miles

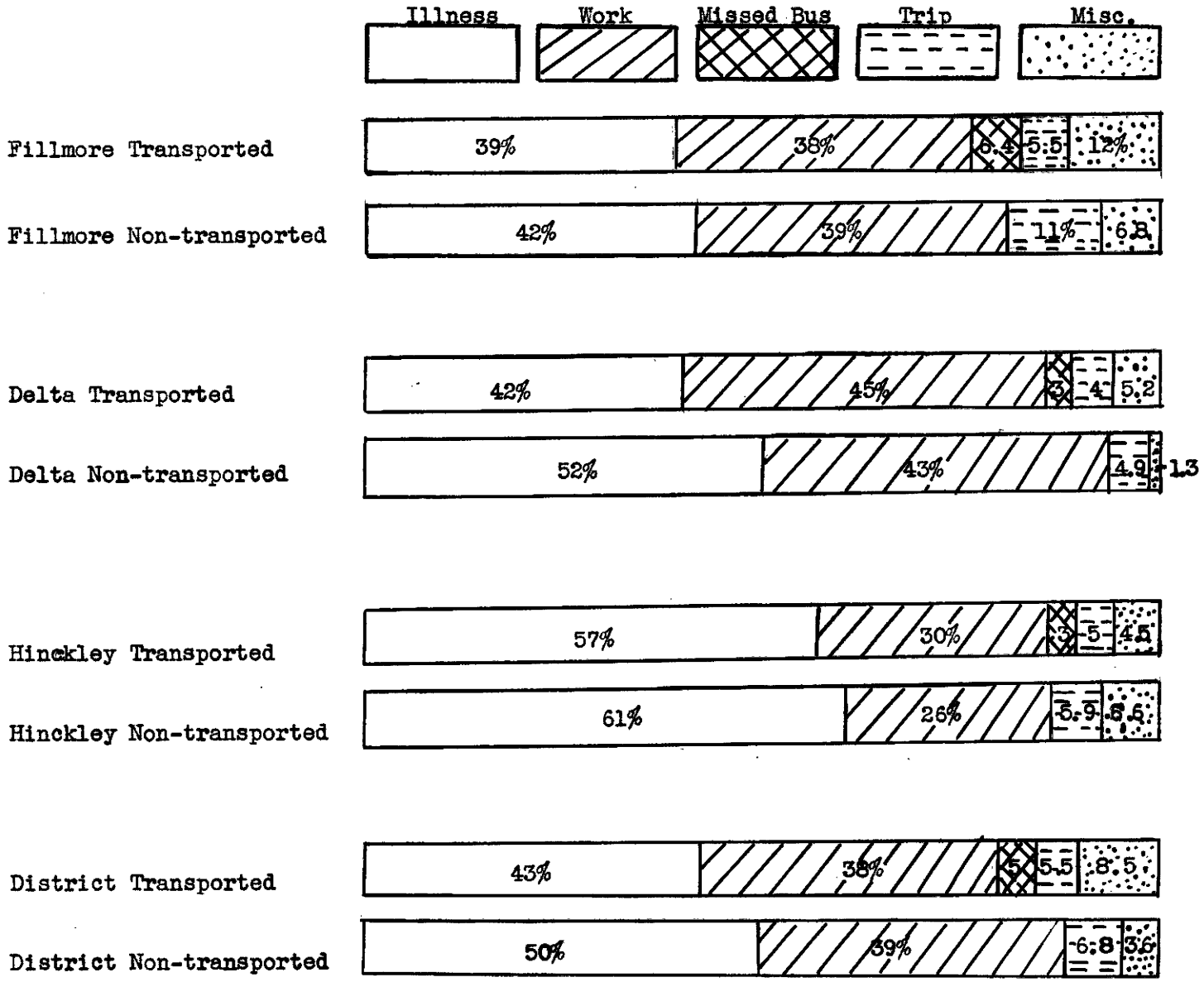

Plate 5. Causes of absence of high school pupils by groups and schools in the Millard County School District for the years 1934-1939

little more frequently than have the non-transported pupils, but the results of this investigation will not support the assumption that increased illness on the part of the transported group was the factor responsible for this condition.

24. Causes of Absence.

Table 13 lists the causes of absence, both by number and percent, for each of the 25 groups included in this study. Plate 5 is a graphical representation of these data.

It can be observed by referring to the data of the study indicated, that the 2 chief causes of absence, in both the transported and non-transported groups, have been illness and work. Missing the bus and being away on a trip have been the next most important reasons for pupil absence. However, these last 2 causes of absence were minor when compared with illness and work. It was interesting to note that with the transported pupils of the district, 91.5 percent of the absence was occasioned by the 4 causes: illness, work, missing the bus, and being away on a trip. With the non-transported pupils of the district, 96.4 percent of the absence was occasioned by the causes: illness, work, and being away on a trip.

This investigation shows that transported and non-transported pupils were absent from school for just about the same reasons. The non-transported group was out on a somewhat higher percentage due to illness than the transported group. Staying out of school to work caused almost exactly the same percentage of absence with the 2 groups. Missing the school bus was responsible for 4.9 percent of the absence of the transported pupils. This factor, of course, played no part in causing absence among the non-transported pupils. The local pupils displayed a tendency to allow trips to interfere with their school work to a greater extent than did the transported pupils. Absence from school because of a trip was responsible for

6.8 percent of the total absence of the local students. The corresponding figure for the transported group was 5.5 percent.

Of the total absences of the district, 7.6 percent was due to miscellaneous reasons, or reasons other than those already stated. Some of the specific types of absence that fell in this category were: hunting, appointment with the dentist or doctor, attending funerals, and sluffing school.

25. Extra-Curricular Activities.

The results of the investigation in the field of participation in extra-curricular activities are presented in statistical form in table 14. Geographical representation of the data contained in this table is given on plates 5 and 6.

By referring to table 14, it can be seen that the non-transported pupils have a higher participation record than the transported pupils. In table 14 are listed the 8 extra-curricular activities covered by this study. The pupil participation in each of these activities is expressed both in number and percent. At the extreme right of the table, the percent enrollment for each of the group is listed. It is thereby possible in considering any given group to compare its enrollment percentage with its activity percentage.

Table 14 shows that the group of pupils who were transported constituted 54.1 percent of the total enrollment of the district. The percentage expressing their participation in extra-curricular activities, however, is only 43.5 percent. The corresponding percentages for the non-transported group are 45.9 for enrollment and 56.5 for activity participation. Not only for the entire district, but for each of the 3 high schools as well, the non-transported pupils have established a percentage participation in the activities which is in excess of their enrollment percentage. The

Table 14. Participation by groups in extra-curricular activities, Millard County high schools, period 1934-1939

Group	Play		Opera		Foot-ball		Basket-ball		Track		Paper		Commer-cial		St.body officers		Total activ.		Percent enroll-ment
	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	No.	%	
FILLMORE HIGH SCHOOL	49	100	78	100	152	100	69	100	57	100	45	100	87	100	57	100	594	100	100
Kanosh (15)*	2	4.0	8	10	21	14	7	10	11	19	3	6.6	5	5.7	4	7.0	61	10.4	14.3
Meadow (8)	7	14.0	5	6.4	16	10	5	7.2	4	7.0	1	2.2	2	2.3	9	1.6	49	8.2	13.2
Holden (9)	6	12.0	5	6.4	31	20	14	20	14	24	10	22	18	20	9	16	107	18.0	15.4
Scipio (25)	1	2.0	5	6.4	22	14	11	16	11	19	5	11	9	10	9	16	73	12.3	13.7
Flowell (6-10)	5	10	5	6.4	8	5.3	3	4.3	0	0	0	0	0	0	0	0	21	3.5	5.2
Fillmore transported	21	43	28	36	98	65	40	58	40	70	19	42	34	39	31	54	311	52.1	62.8
Fillmore non-trans.	28	57	50	64	54	35	29	42	17	30	26	58	53	61	26	46	283	47.6	37.9
DELTA HIGH SCHOOL	61	100	65	100	77	100	42	100	28	100	37	100	63	100	44	100	417	100	100
South Tract (3-11)	1	1.6	9	14	3	4.0	2	4.7	2	7.1	3	8.1	4	6.3	5	11	29	6.9	6.2
Sutherland (3-18)	10	16	3	4.5	19	24	6	14	8	28	2	5.4	8	13	2	4.4	58	11.5	14.8
Oak City (15)	1	1.6	11	17	1	1.3	0	0	0	0	0	0	4	6.3	2	4.4	19	4.5	10.3
Lynndyl (18)	4	6.6	10	15	1	1.3	0	0	1	3.5	0	0	1	1.6	2	4.4	12	2.8	8.8
Leamington (24)	0	0	2	3.1	5	6.4	0	0	2	7.1	0	0	1	1.6	2	4.4	12	2.8	8.1
Delta transported	16	26	35	54	29	38	8	19	13	46	5	13	20	32	18	41	144	34.5	48.6
Delta non-transported	45	74	30	46	48	62	34	81	15	54	32	87	43	68	26	59	275	65.5	51.3
HINCKLEY HIGH SCHOOL	59	100	52	100	91	100	47	100	52	100	43	100	44	100	44	100	432	100	100
Deseret (4)	13	22	7	13	10	11	10	21	12	23	3	7.0	11	25	12	27	78	18.0	22.6
Oasis (8)	6	10	3	5.8	19	21	6	12	12	23	6	14	12	27	6	14	70	16.2	14.5
Abraham (3-22)	5	8.5	5	9.6	9	9.9	1	2.1	1	1.9	2	4.6	1	2.2	1	2.3	25	5.7	7.8
Hinckley transported	24	40	15	29	38	42	17	36	25	48	11	25	24	55	19	43	173	40	45
Hinckley non-trans.	35	60	37	71	53	58	30	64	27	52	32	74	20	45	25	57	259	60	54.9
District transported	61	36	78	40	165	51	65	41	78	57	35	27	78	40	68	47	628	43.5	54.9
District non-trans.	108	64	117	60	155	49	93	59	59	43	92	73	116	60	77	53	816	56.5	45.9
Both groups	169	100	195	100	320	100	158	100	137	100	127	100	194	100	145	100	1444	100	100

* Figures in parentheses indicate length of bus route in miles.

reverse is true for the transported pupils.

Considering the matter from the standpoint of the groups, the data of table 14 show that during the 5-year period of the study there have been only 3 transported groups that have participated in the extra-curricular activities with a percentage in excess of the enrollment percentage. These groups were: Holden, South Tract, and Oasis. The other 10 transported groups have a participation percentage which is below their enrollment percentage.

Plate 6 gives a graphical picture of how the various groups have participated in each of the 8 activities over the 5-year period. It is rather significant to note that with the single exception of track, the local students have participated more extensively in all the activities than have the transported students.

Plate 7 presents in graphical form the participation of each of the 25 groups in the total activity program. Here again it can be seen that the transported pupils tend to engage in the extra-curricular activities less extensively than do the non-transported pupils.

The length of the bus route apparently has had little, if any, effect on the participation of the transported pupils in the extra-curricular activities. Table 14 indicates that the students from Scipio, Lynndyl, Leamington, and Kanosh, traveling over the longer bus routes, participate to approximately the same extent as do the pupils riding over the shorter routes such as Meadow, Sutherland, and Deseret.

With respect to the activities, it is rather interesting to note that the school paper has been the activity which has been participated in most widely by the non-transported group, and the activity participated in least extensively by the transported group. It is in track that we find the transported pupils have established their highest record for activity

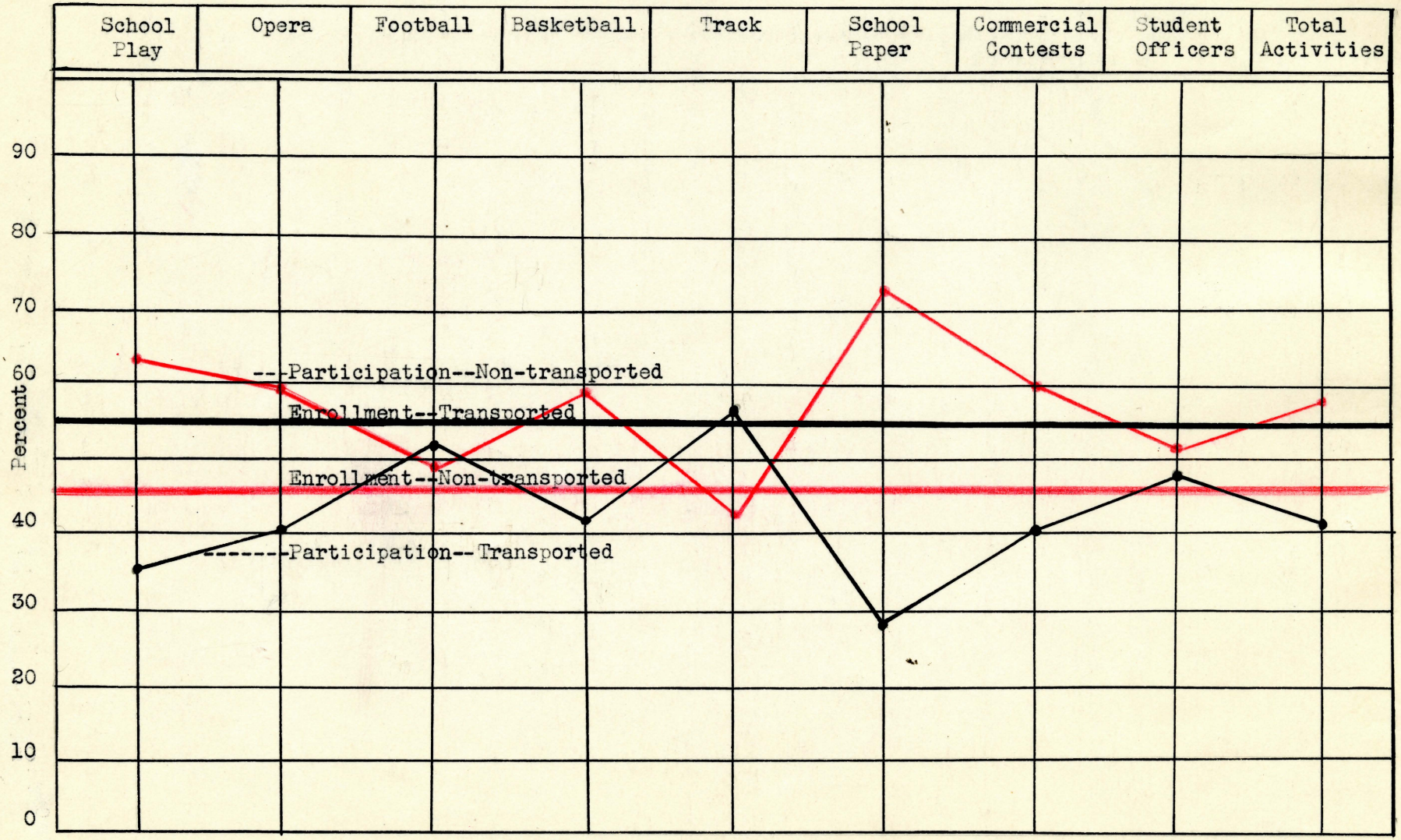

Plate 6. Enrollment and participation by percent in extra-curricular activities of transported and non-transported pupils in the high schools of the Millard County School District for the period 1934-1939

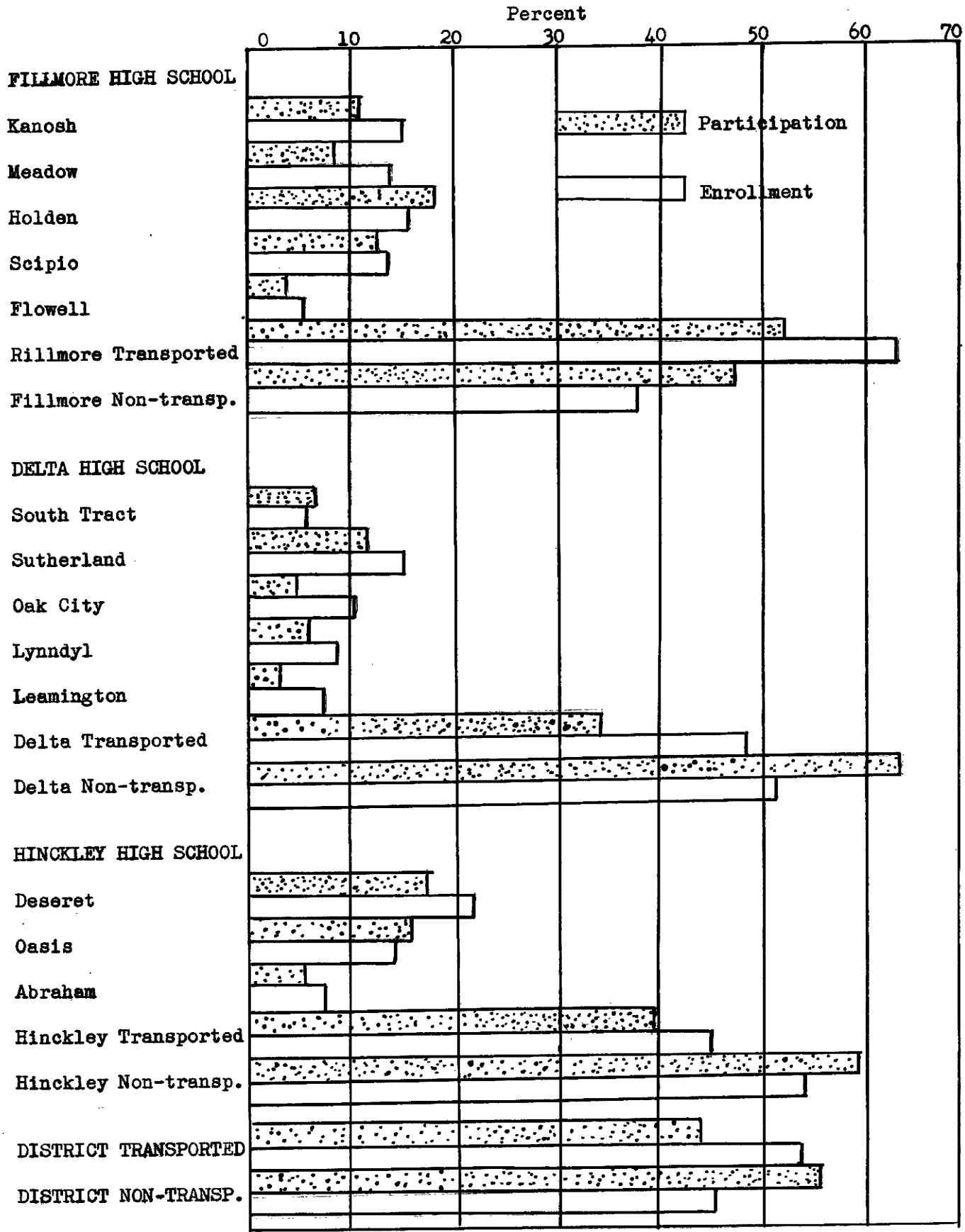

Plate 7. Enrollment and participation in extra-curricular activities by percent of transported and non-transported pupils in the high schools of the Millard County School District for the period 1934-1939.

participation, and the non-transported pupils their lowest.

26. Test Results.

It was pointed out in the section of the paper dealing with methods, that comparative scores on mental tests and achievement tests were included in the study for whatever value they might have in appraising the relative abilities of the transported and non-transported groups. These test results apply to only a limited sampling of the total number of pupils.

The date covering the results of these tests are submitted in table 15. The test results listed in this table apply to 3 groups of tests. Test 1 was Terman's Group Test of Mental Ability. It was given to 301 incoming ninth grade pupils at the Fillmore High School. Test 2 was the same mental examination given to 103 twelfth grade pupils of the Fillmore School. Test 3 was Traxler's Public School Attainment Test administered to 299 ninth grade pupils. This was the same group to which test 1 was given.

In each of the 3 tests described, the non-transported pupils made a higher score than did the transported pupils. In test 1, the mean score for the transported group was 86.3. For the non-transported group it was 89.1. On test 2, the scores were: transported, 127.4; non-transported, 112.7.

By comparing the results of the tests listed in table 15 with the scholastic grades contained in table 6, it will be seen that the non-transported pupils displayed about the same margin of superiority in their scores on tests as they did in their subject grades. The results of these tests indicate that perhaps mentally the non-transported pupils constitute a slightly superior group as compared with the transported pupils.

Table 15. Comparative scores on mental and achievement tests

Group	Mean scores on Terman mental test: 9th. grade placement tests 1937 No.Stud.	1937 Score	1938 No.Stud.	1938 Score	1939 No. Stud.	1939 Score	Mean	12th. grade guidance tests 1937 No.Stud.	1937 Score	1939 No.Stud.	1939 Score	Mean	Mean score on Traxler achievement test: 9th. grade placement tests 1937 No.Stud.	1937 Score	1938 No.Stud.	1938 Score	1939 No.Stud.	1939 Score	Mean
FILLMORE HIGH SCHOOL	100	84.8	104	87.7	97	90.2	87.8	61	123.0	42	137.5	128.4	98	100.6	104	115.3	97	121.3	112.4
Kanosh	19	83.4	14	103.5	20	81.4	89.4	5	138.2	2	125.5	134.6	18	104.2	14	141.7	20	110.0	118.6
Meadow	14	77.7	16	79.4	9	83.2	80.1	5	106.8	10	141.19	130.2	15	103.1	16	104.6	9	102.9	103.6
Holden	16	83.5	13	76.7	15	103.6	87.9	10	123.4	2	143.5	126.7	9	90.0	13	115.2	15	142.2	115.8
Scipio	11	95.1	23	96.4	10	71.9	87.8	9	121.1	12	125.6	123.7	11	106.2	23	116.8	10	107.7	110.2
Fillmore transported	60	82.6	66	90.2	54	86.1	86.3	29	122.7	29	134.0	127.4	60	100.5	66	117.3	54	117.3	111.7
Fillmore non-trans.	40	88.1	38	84.0	43	95.4	89.1	32	123.5	13	142.3	128.2	38	100.8	38	111.8	43	126.2	112.9

PART FIVE

CONCLUSION

26. Significant Similarities and Differences.

This study of the high school pupils in the Millard County School District over the 5-year period of 1934-1939 shows that there are some significant similarities and differences between the transported and the non-transported groups.

In the matter of the extensiveness of the school program studied by the pupils, as measured by the number of subjects taken, the 2 groups are almost identical. The transported pupils have received a course of instruction just as extensive and broad in its scope as have the non-transported pupils.

A marked difference in favor of the non-transported pupils occurs in the subject failure rate of the 2 groups. In view of the fact that the transported group attended school on a nearly equal basis with the local group, and received subject grades which were not appreciably lower, it is difficult to find a reason for this difference in failure rates. After studying the subject failures of the individual pupils, it is the opinion of the writer that there is a definite tendency on the part of pupils to fail their subjects in groups of two or more rather than individually. For this reason it is assumed that the cause for the higher failure rate of the transported pupils is centered in a relatively small number of individuals, rather than being distributed throughout the group. This would mean, then, that there is a higher percentage of scholastically maladjusted pupils in the transported group. Perhaps the remoteness of the home from the school, or the abuse of a sense of freedom which comes from the pupil's departure from his home community, are factors which are operative with some of the transported pupils in causing them to fail their school work.

In any event, there appears to be a special need for extra guidance for the problem pupils who are riding busses to school.

The data of this study reveal that on a basis of scholarship the pupils who do not ride busses to school have a small advantage -- not large enough to be significant -- over those who do. For all practical purposes it may be concluded that transportation does not consume enough of the student's time or energy to interfere with his scholastic success in school.

The attendance record of the pupils concerned in this study is significant in that it shows that the necessity of being transported to school, sometimes over long routes, has not interfered appreciably with the school attendance of the pupil. During the last 5 years in the Millard County School District, the local students have established an average attendance record which is but 2.4 days per year in excess of the corresponding record of the transported students. On a percentage basis, this would mean that the transported pupils have spent something over 98 percent as much time in school as the non-transported pupils. Certainly the advantages associated with the instruction received at a large consolidated school would out-weigh any disadvantages connected with a slightly lower attendance record.

The comparisons made in the study show that the pupils of the transported group withdrew from school at a somewhat higher rate than did the pupils of the local group. This fact, in the opinion of the writer, adds additional weight to the assumption made previously, that there has been a higher percentage of maladjusted pupils in the transported group than in the local group. The increased maladjustment, according to this assumption, has expressed itself in the higher withdrawal rate.

Some interesting and significant conclusions can be drawn from the

results of this study in the field of causes of absence from school. The data of the problem show that for the 1-year period covered by this part of the investigation, a higher percentage of the total absence due to illness was found among the local group than among the transported group. There is apparently no logical explanation of why this condition obtained, unless it is that the more rugged individuals, or those less susceptible to illness, live in the open, agricultural areas served by the busses. However, since the entire district, including the areas inhabited by the non-transported pupils, is more or less rural, it would be difficult to build much of a case on this point. The opinion is held that the higher percentage of absence due to illness with the local group was coincidental rather than being caused by any basic, permanent condition.

Reference has been given to the fact previously that one of the indictments made against consolidated schools is that daily transportation by bus is injurious to the health and well-being of the school child. The data of this study certainly could not be used in support of this indictment. The transported pupils considered in this study have been even less subject to illness during school time than their school mates who have not been required to ride busses each day.

The other major cause of pupil absence from school has been work. Staying away from school because of work has caused practically the same percentage of absence with both groups. There has been no tendency on the part of the pupils living in the outlying areas away from the school to let work interfere with their attendance to a greater degree than have the local students.

Meeting the bus schedule in the early morning hours before school has been somewhat of a problem with the transported pupils. Approximately 5

percent of the total absence of the group has been caused by missing the bus. This percentage, which is an expression of the amount of tardiness at the bus loading station, is doubtless considerably higher than the corresponding percentage expressing the tardiness of the local group. The schedule for boarding the bus has been anywhere from 30 to 75 minutes earlier than the schedule for beginning school. This fact would undoubtedly cause a higher tardiness rate at the loading station with transported pupils than at the school grounds with local pupils.

Absence from school due to the pupils' being away on a trip caused a little higher percentage of the total absence with the local students than it did with the transported students. The difference in the percentage of the 2 groups in this regard, however, is not large enough to be of any special significance.

The data of this study show that 82 percent of the total absence was caused by illness, and that the 4 causes of absence -- illness, work, trips, and missing the bus -- were responsible for 93.4 percent of the total absence. These figures substantiate the conclusion that the major causes responsible for pupil absence from school are very few in number, and that they operate to about the same extent with both the transported and the non-transported pupils.

The extent to which transported pupils participate in the extra-curricular activity program of a given school is based very largely upon the relationship existing between the transportation and the activity time schedules. During the past 5 years in the Millard County School District, the local students have participated more widely in the extra-curricular activities than have the transported pupils. This was especially true in such activities as the opera, the school play, and the school paper. In these cases the rehearsals for the activity or the work connected with it

have, largely, been scheduled after the busses have departed in the afternoon. In such phases of the extra-curricular program as football, basketball, track, and student body office activity, where the practice or work associated with the activity has been scheduled for the most part on school time, the transported pupils have participated to more nearly the same degree as the local students. The facts of this study support the conclusion that the major problem of activity participation for the transported pupils is a problem of time schedules. If the extra-curricular activity program can be scheduled on school time, or if special transportation can be provided for those pupils who are engaged in activities after school time, the transported pupils would then be at no disadvantage as far as participation is concerned.

The comparative scores on mental and achievement tests indicate that at the Fillmore High School the local students are of slightly superior mental ability. If this condition is true at the other 2 high schools in the district, Delta and Hinckley, then the most logical conclusion would be that the small advantage the local students show in the subject grades is due to differences in the mental ability of the pupils rather than to any adverse effect arising from being transported to school.

27. Relative Success in School.

The complete data of this problem reveal that except in the fields of subjects failed and withdrawals from school, where it is felt that special student guidance is particularly needed, and in the matter of participation in special activities, where revised time schedules for the activities and busses would solve the problem, that the transported pupils are just as successful in the various phases of secondary school life as are the local pupils.

28. Relation of Results of Problem to Consolidation of Schools.

The feasibility of consolidation of schools and of transportation of pupils to a central school has been successfully demonstrated by 1 or more districts in practically every state in the union. Through this procedure, a high school education has been made possible for a vast group of children in isolated communities which would not have been available otherwise. It has been generally assumed by school officials that the best interests of public education could be served by eliminating the small community, township, or district school through the procedure of consolidation and transportation of pupils to larger central schools. The results of this study, which attempt for the first time to get at the matter directly in terms of student welfare, rather than in terms of administration, finance, or legislation, supports the assumption favoring consolidation.

PART SIX

RECOMMENDATION FOR FURTHER STUDY

A repetition of this study, with necessary or desirable modifications and extensions, in one or more other school districts would provide some interesting and valuable data. In such a study a comparison of the transported with the non-transported group in terms of the extent to which pupils of secondary school age enroll in school would constitute a worthwhile addition to the investigation described in this paper.

There has been much discussion in regards to the time consumed in transportation. A study of how local students spend the time immediately before and after school, while the transported group is on the busses, would yield some interesting data.

The problem under consideration in this paper has concerned itself with the influence, if any, of transportation on the school success of the pupil. The attempt here has been to measure this success in school in such fields as Scholarship, Attendance, and Activity Participation. It is an admitted fact that in the great majority of cases where pupils are transported, they are under supervision while riding the busses which is much less thorough and expert than the supervision they receive while grouped in the school class room. A study of the social and moral atmosphere of the school bus would produce, perhaps, some very enlightening results. Such a study might be extended to include a survey of school busses in a given region to determine the condition of the school busses in terms of the health, comfort, and safety of the school child.

PART SEVEN

SUMMARY

1. Because of the rapid increase in school transportation and the urgent need of data concerning the effects of transportation on the pupils transported, this study was made as a comparison of transported with non-transported pupils in the Millard County School District. The study covers the 5 school years of 1934-1935 to 1938-1939, inclusive.

2. The literature in the field of school transportation has been concerned with such phases of the problem as administration, finance, equipment, safety, legislation, and the need and feasibility of transportation. Little, if anything, has been written on the effects of transportation on the child transported.

3. In this problem, comparative data in 8 different fields of the total school program were collected, classified, and tabulated. These data were then treated statistically and graphically to show significant similarities and differences existing between transported and non-transported pupils in each of the 8 fields of study.

4. The results of the comparison showed that the average number of subjects taken per pupil per year was approximately identical for transported and non-transported pupils. The transported pupils failed their subjects at a considerably higher rate than the non-transported pupils, but received subject grades which were not significantly inferior. The average school attendance record of the local students was 2.4 days per year better than the corresponding record of the transported pupils. The transported pupils withdrew from school in greater numbers and participated less in the extra-curricular activities than the non-transported pupils. The differences in the 2 groups in these respects were quite marked. Transported

and non-transported pupils were absent from school for about the same reasons. Illness and work were the two major causes for absence. Approximately 5 percent of the absence of the transported group was caused by missing the bus. A slightly greater percent of the total absence was caused by being away on a trip with the local group than with the transported group.

5. The comparisons made in this study indicate that except in the fields of subjects failed and withdrawals from school, where it was felt that special pupil guidance was particularly needed, and in the field of activity participation, where revised time schedules would be a solution to the problem, that the transported pupils have been just as successful in the various phases of school life as the local pupils. The educational advantages to the pupil associated with attendance at a large consolidated school outweigh, considerably, any disadvantages which might arise from transportation.

6. Recommendations for further study in this field include (1) Repetition of this investigation in other districts, (2) extension of study to include a comparison of the transported and non-transported groups in the matter of percentage enrollment in school to total children of school age, (3) an investigation of how local students spend the time utilized by transported pupils in riding the bus, (4) a study of the social and moral atmosphere of the school bus, (5) a survey of school busses to determine their condition in terms of the health, comfort, and safety of the school child.

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A-P-P-E-N-D-I-X

MILLARD COUNTY SCHOOL DISTRICT

W. A. Paxton, Superintendent, Fillmore, Utah

Fillmore High School (School) | Tenth (Grade) | 1935-1936 (Year)

S C H O L A S T I C R E P O R T

		Age	Days belonging	Days present	English B	Phys. Education	World History	Commercial Math.	Algebra	Band & Orchestra	Biology	Chorus & Glee	Typewriting	Shorthand	Accounting	New Testament	Home Making	Crops and Soils	Shop	Geometry	Commercial Art	Dramatic Art	Foods	Clothing
Abraham, Nina	*T	15	172	165	B/	B/							B/			B/				B-		B-	B/	
Barkdull, Burt		15	172	152	C-	I	C			B-			C-			B			C-		(Doctor's excuse for Phys. Educ.)			
Bennett, Harold		16	172	161	C-	D/	C		C				C/			B								
Bradfield, James	T	15	172	169	F	B	D									C		C-	C					
Brunson, Faye	T	17	6	3	(Withdrawn on September 18)																			
Brown, Mark	T	16	172	153	D-		C/									C		C	C					
Carling, Helen	T	16	172	147	F	C-					F					D-					F			
Christensen, Mae		15	172	160	D	B-	C				I		D/											
Cummings, Don	T	15	172	150	B/	B/	B					B	B			A-				C/				
Dillan, Lance		16	78	75	(Transferred to Beaver, Utah Dec. 15)																			

* Indicates transported student.

Exhibit 1. Scholastic report

Scholastic record

Year - 1938-1939
Bus Route - Scipio
Length of bus route in miles - 25

Form I

Name of pupil	Total grade points	No. of subjects failed	Average grade on point basis	No. of days in attendance at school
Adams, Mary	6	0	83	171
Albers, Fred	8	0	79	168
Bennett, Ella	5	0	90	176
Black, Edna	7	0	79	162
Borg, June	7	0	86	162
Buncy, Fred	6	0	87	110
Cropper, Grace	6	0	75	164
Damron, Ted	4	0	88	170
Draper, Ardis	8	0	85	172
Duncan, Keith	6	0	80	173
Duncan, Willis	7	0	79	157
Hatch, Gwen	7	0	83	163
Hatton, Alice	6	0	83	165
Mathews, Bill	6	0	85	165
Memmott, Dale	6	0	82	164
Memmott, Deon	7	0	83	168
Olsen, Jack	6	0	90	171
Robins, Thad	7	0	84	163
Robins, Victor	5	1	68	165
Robins, Willis	7	0	80	154
Stone, Helen	5	0	81	166

Exhibit 2. Scholastic report

TEACHER _____ DATE _____

Name of student	Period absent

Exhibit 3. Teachers' daily absence report

DAILY ABSENCE RECORD*

SCHOOL Fillmore High DATE May 1, 1939

	Periods 1 2 3 4 5 6 7 8	Illness	Home work	Employment	Missed bus	On a trip	Other reason	Remarks
MR. SMITH								
Dwane Bartlett	X X X X X X X X							
Clifford Coons	X X X X X X X X							
Florence Draper	X X X X X X X X							
Phyllis Hayes	X X X							
Max Monton	X X X X							
Lalif Rogers	X X X X X X X							
MISS HOWARD								
Carlos Anderson	X X X X X X X X							
Frank Bennett	X X X X							
Bud Huff	X X X X							
MISS JONES								
Brent Adams	X							
Martel Hanson	X X X X X X X X							
Lewis Jenson	X X X X X X X X							
Reed Swanson	X X X							
MR. GREEN								
Earl Day	X X X X X X X X							
Glen Johnson	X X X X X X X							

Exhibit 4(a). Daily absence record

* This exhibit shows the daily absence record as it is originally made up in the school office. Dotted lines indicate where the duplicate of this record will be cut for distribution to individual teachers.

DAILY ABSENCE RECORD*

SCHOOL Fillmore High DATE May 1, 1939

	Periods 1 2 3 4 5 6 7 8	Illness	Home work	Employment	Missed bus	On a trip	Other reason	Remarks
MR. SMITH								
Dwane Bartlett	X X X X X X X X							
Clifford Coons	X X X X X X X X							
Florence Draper	X X X X X X X X							
Phyllis Hayes	X X X							
Max Monton	X X X X							
Lalif Rogers	X X X X X X X							
MISS HOWARD								
Carlos Anderson	X X X X X X X X							Funeral
Frank Bennett	X X X X							
Bud Huff	X X X X							
MISS JONES								
Brent Adams	X							Dentist
Martel Hanson	X X X X X X X X							
Lewis Jenson	X X X X X X X X							
Reed Swanson	X X X							
MR. GREEN								
Earl Day	X X X X X X X X							
Glen Johnson	X X X X X X X							

Exhibit 4(b). Daily absence record

* This exhibit shows daily absence report, original copy, after it has been completed in school office from data submitted by teachers on detached duplicate copies of the report.

MILLARD COUNTY SCHOOL DISTRICT

RE-ADMISSION BLANK _____ High School

Date _____

Please admit _____

Satisfactory explanation of the following absences have been given:

Date of Absence _____

Periods	1	2	3	4	5	6	7	8
Teacher's Initials								

_____, Adviser

Exhibit 5. Re-admission blank